



Reclamation of the Abandoned

A Unit in 5 Lessons by Greg Lawrence

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School: Indianola Informal K-8

Art Education Program

UNIT PLAN FORMAT*

(Revised 2011)

UNIT TITLE: Reclamation of the Abandoned for Art

Grade Level of Unit 8th Length of Class Period 55 minutes Approximate # of Students in Each Class Period 22
Beginning Date for this Unit January 7th 2013 Ending Date for the Unit March 28th 2013

Unit Goal(s) (what academic content standards and learning outcomes will this unit address?):

Perceiving / Knowing

- 1PE: Identify how an artist's choice of media relates to the ideas and images in the work.
- 4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.

Producing / Performing

- 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- 3PR: Use critical thinking and visual literacy to communicate a specific idea.
- 4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects.

Responding / Reflecting

- 1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and idea in the work.
- 2RE: Explain and defend their artistic decisions using visual art vocabulary.
- 3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
- 4RE: Recognize how public discussion can affect beliefs about the nature and value of art.
- 6RE: Develop and apply criteria to assess personal works for content and craftsmanship.

CRITICAL ISSUE or BIG IDEA: Abandonment & Reclamation

Possible integration: Science, History, Social Studies, English

- Science integration is a large part of Lesson Three. Teaming up with the science teacher gives us a better understanding of the Caddisfly. Life Science can be included and will work well with the procurement of larvae for the project. It could also be integrated in Lesson Zero and Lesson Five as we discuss, create, and distribute compost.
- History can be integrated in Lesson One when dealing with book binding and how books and the written word has developed and been passed down through the ages. It could also be integrated with Lesson Two as we discuss contemporary and influential architect Frank Gehry.
- Social Studies would integrate well into Lesson Four which deals with Graffiti and the sociopolitical ideologies of certain appropriation artists such as Banksy.
- Lessons One deals with books and their history and could also be integrated with English and Language Arts. The Scrap Sketch books will be used throughout the unit for reflections and could also be used for creative writing assignments.

Rationale:

The average student can relate well to the ideas of abandonment and reclamation. Especially in late middle school and early high school, students develop a “me vs. the world” mentality. They experience perceived abandonment in multiple social circles and communities. Often they feel that “no one understands” and that they are the only person to experience the troubles they are facing. The reuse of materials and reclamation of the abandoned can provide a positive reinforcement. In the “discarded” they can see themselves and see the rebirth into art.

Reclamation also has a great relation to the cultural significance of recycling and the environment. With the arrival of media outlets like Facebook and Pinterest, ideas of reuse and reclamation are invading the household and decoration. Always looking for a better, cheaper, and “greener” way of decorating our homes, reclaimed art is a cultural phenomenon.

Essential Questions (provocative, engaging, critical):

- What is Trash?
- What is Art?
- What is Beauty?
- Can something be beyond reclamation?
- Why do we make decisions as artists?

Description of the essential educational content of this unit:**Title of each lesson and lesson description:**

- **Lesson Zero**

Title: Material Collection and Analysis

Lesson description:

In the week leading up to and throughout the Unit, I will encourage the students to refrain from throwing anything into the trash can. We will collect a bin of material for use during the Unit. Anything and everything will go into the bin and we will attempt to keep it fairly organized despite its contents.

At the beginning of the Unit we will sort through the first week’s trash and divide it into 5 separate bins. The first bin will be labeled “Flat” and contain any and all trash that is thought of as flat. Examples would be scrap paper, cardboard, plastic sheeting, etc. The next bin will be labeled “Compost” and anything organic such as food waste or dirt will be stored in it. The “Beautiful” bin will be available for anything that is deemed beautiful. I expect this bin to be fairly empty at the beginning but might contain things like broken toys or colorful materials. The fourth bin will be labeled “Useful.” This would contain items that the class deemed useful and could include broken items that could be fixed or cardboard cups. The last bin will be labeled “Rubbish” and be the catch all bin for everything else. These items would be looked at as items that the class thinks are unusable or “gross.”

The separation and categorizing of trash will be infused with and then followed by a discussion on “What is trash?” and “How do you accommodate differing opinions?” Focus will be on understanding the different bins and what they can represent in art and the community as a whole. We will also discuss future lessons and how each of the bins might be used in the future. A reevaluation of the bins could follow the discussion resulting in some shuffling of trash.

At the end of the unit, the left over materials will be revisited and discussions will be focused on what was used, how things were used unexpectedly, and how anything leftover could still be used.

- **Lesson One**

Title: Scrap Sketch Book

Lesson description:

There will be a beginner lesson on book binding and the history of making books. We will stick to learning the simpler techniques but show examples of some of the more advanced techniques.

The class will be tasked with creating their own Sketch Books. Pulling materials from the Trash Bins we have set up, they will be creating books using techniques learned. Typically materials will be pulled from the “Flat” bin but I won’t limit the students if they want to create their book using materials from the other bins. Pages can be white washed to provide sketching space.

The sketch books created will be used as a place for notes, sketches, and assignments throughout the unit. A weekly drawing will be assigned as homework in the Sketch Books. The weekly drawing will be a part of the 30 week drawing challenge. They will be collected and graded at the end of the semester with individual reviews throughout.

- **Lesson Two**

Title: Frank Gehry and the Trash Building

Lesson description:

The lesson will begin with a PowerPoint lesson and discussion on Frank Gehry, his techniques, and the ideas of plan, section, and perspective. Students will be given an architect to research and describe in their journals. Focus will be on the ideas of design and intent.

Students will then be presented with “trash buildings.” On each table of approximately 4 students, various sculptural pieces will be erected from materials in the various bins. Students will then be allowed to change, add to, and sculpt their pieces as a table unit. All changes must be accepted as a group however.

Using a premade template worksheet and their sketch books, the students will individually explore their “trash buildings” in plan, section, and perspective. They will be tasked with deciding the function, site, scale, and usability of their buildings. They will also take a digital photo of their building and manipulate it in Photoshop. The final product will consist of a photograph of their building, a digital interpretation of the building in use, a plan drawing, a section drawing, and a perspective drawing. A critique will be set up for the final and we will invite some local architects and architecture professors to sit in on it.

- **Lesson Three**

Title: Caddisflies and Beauty

Lesson description:

This lesson will be integrated with 8th Grade Life Science: Topic – Species and Reproduction.

In this lesson, the students will work with the science teacher on topics about species and life cycles. As part of the lesson, the science students will go on site to a local stream bed to learn about life cycles and stages. They will each return, having caught between 2-4 caddisfly larvae. These larvae will be brought to the art classroom and placed in Tupperware containers for use in the art lesson. They will be observed over the course of the lesson through the lens of both a biologist and an artist.

Caddisfly larvae live in freshwater streams and case-making caddisflies may build cases exclusively of silk, but more commonly the silk holds together substrate materials such as small fragments of rock, sand, small pieces of twig or aquatic plants. These cases protect against predation as well as the harsh environment of the moving stream. French artist, Hubert Duprat removes these cases and provides the larvae with alternative materials to rebuild a case. These materials typically include gold flakes, opals, pearls, rubies, and other precious and semi-precious stones, creating small jewelry like sculptures that he refers to as collaborations. While the science lesson will cover the larvae stages, the art lesson will begin by recapping this information while introducing the work of Hubert Duprat.

Once the caddisfly larvae have been procured, their original casings removed, each student will select which materials they want to introduce into their own simulated streams. These simulated streams will be a Tupperware container per student. Students will observe the larvae through the rest of the unit and make observational notes and sketches in their Sketch Books.

The science lesson will conclude with the students releasing the larvae back into nature as they are ready to mature. The resulting leftover cocoon will be retained for the art classroom.

- **Lesson Four**

Title: Graffiti and Appropriation

Lesson description:

Lesson Four will begin with a discussion on Appropriation and the ethics of using something that you don't own for your art. It will lead into a lesson on past and current graffiti artists, their reason, ideals, and methods. Special attention will go to works such as Shepard Fairey and his Hope poster and Banksy and his criticism of corporate labeling. The lesson and discussion will attempt to remain politically neutral but will focus on the students' ideas rather than mine.

Stemming from ideas of reclamation and repurposing, we will view and discuss a series of photographs of abandoned places. These pictures will include photos of sites around the world that have been abandoned, some left to nature and others reclaimed by various graffiti artists. Topics of discussion will include ethics, art vs. vandalism, and the nature of beauty. We will also do a demonstration on creating and using a spray paint stencil.

Students will select topic of contention; this can be something discussed by the various graffiti artists or something that they feel passionate about. They will then design their own stencil based on their topic. These will be 2 or 3 color compositions and will ultimately be applied with spray chalk rather than spray paint.

Students will then select a site on the school grounds or in the community to apply their stencil. Abandoned or lesser used spaces will be encouraged. Spray chalk will be used to apply the artwork. Students will be responsible for any cleanup associated with their placement choice.

- **Lesson Five**

Title: The Compost and Reclamation of the School

Lesson description:

Throughout the Unit, trash will be collected in the various bins listed in Lesson Zero. One of those bins is the “Compost” bin. While use of material that will be collected in this bin won’t be discouraged, typically this bin will go untouched. As a joint Science and Art lesson, this bin will form the basis of a compost pile that can be started at the school. As it is utilized in the classroom, changes will be monitored and discussed. Discussion of beauty will play a role in the life of the “Compost” bin.

As the unit concludes on the last day before Spring Break, the students will use the compost project and plant and fertilize flowers around the school. The flowers will be planted in various locations reflecting the type places that were chosen for Lesson Four.

STAGE 1: INTENDED LEARNING OUTCOMES

Students should understand that...

1. How will the big idea/issue impact students' understanding of life?

Students will understand that everyone and everything has periods of abandonment, abandonment is not the end of an object, and reclamation is something that will give someone or something new life.

Students will understand that the world and life is cyclical. Often when something appears to be at an end, often it is really just a new beginning. They will understand phases of existence.

2. What might students understand about the big idea/issue through this unit?

Students will experience the transformation of materials that they once disregarded into useful items.

Students will understand new ideas of beauty and second chances. Changes will be looked at as new opportunities rather than problems or endings.

3. What might students understand about art or visual culture through this unit?

Students will challenge their preconceived notions of what is art and what constitutes beauty. They will question the "norm" presented to them by advertisers and media conglomerates and decide for themselves if they wish to accept it.

Students will understand precedents as well as contemporary works leading to the design of a new piece of art. They will see connections based on intent and design decisions.

4. What misunderstandings are predictable?

As we are immersed in a very visual culture that defines for us our ideas of what is acceptable, misunderstandings will arise as we discuss various topics. Beauty and worthlessness are notions that we fail to question and without a thorough definition, we fall prey to the "accepted" views of our culture.

Another misunderstanding that may become prevalent is that this idea of reclaiming the abandoned does not apply to social situations and life. While it won't be addressed at a verbal level, one of the focuses of this unit is to push the students to understand the implications in their own lives. Some students will need more blatant connection techniques than others to make the association.

Students should know/think/question...

1. What key knowledge or thinking might students acquire as a result of this unit?

Students should know that art is something that is constantly changing and evolving. They will begin to understand that the process and intention of art can be as or more fulfilling as the final product.

Students will gain a knowledge of cultural norms and how it influences our ideas of art, beauty and quality.

2. What will students come to know or think about art or visual culture through this unit?

Students will begin to understand visual culture as a presence and how it influences and affects our ideas and interpretations.

Students will experience alternative art forms (ie bookbinding and architecture) and see them for the intentional works of art that they were created to be rather than the background noise that they can be taken for.

3. How will students' thinking be challenged/changed through this unit?

Students will be encouraged to question their original notions of trash and worthlessness. They will be asked to challenge societal knowledge about what gains worth and renown.

It is expected that through the course of the unit, the students will take on a deeper respect for the environment and understand the value of "Reduce Reuse Recycle"

4. What new questions might be generated as a result of this unit?

- How can we as students change the way society views abandonment and reclamation?
- What happens when something is abandoned and there isn't anyone around to reclaim it?
- How can we apply this to our lives as individuals?

Students should be able to...(performance-based)

1. What key skills will students acquire as a result of this unit?

- Students will develop discussion and presentation skills.
- Students will develop their drawing and photo manipulation skills.
- Students will develop their classification and organization skills.

2. What should students be able to do as a result of this unit?

- Students will be able to discuss with artistic language and academic integrity ideas of intent, abandonment, and reclamation.
- Students will be able to bind books in an artistic manner and make choices based on paper and material type as to how a book should be bound.
- Students will be able to complete a set of exploratory drawings and design choices based on a given building.
- Students will be able to create a multilayered spray chalk stencil and apply it.
- Students will be able to sort trash and develop a compost bin.

STAGE 2: ASSESSMENT

Assessment: The process of collecting and evaluating *evidence* that enables the teacher or student to infer the extent to which the unit's ILOs are being acquired. This includes procedures & criteria employed for assessment, both *formative* & *summative*.

Formative procedures & criteria (throughout; unit/lesson specific):

Sketch Book – Individual reviews
Discussion and Questioning
Attendance and Participation

Formative assessment will be based on interactions and discussions. I am looking for students that are involved with the process and excited to create. I am looking for a student that is interacting with their work instead of feeling pressure to “just get it done.” Attendance and participation in discussions is another aspect that I expect in my students.

Summative procedures & criteria (at the end; unit specific):

Sketch Book – Final Review
Trash Building – Final Critique / Self Assessment
Rubrics based evaluation of final projects

Summative assessment will be based on a series of rubrics as well interactions between the students and their art works. Creativity and effort are large factors on how a student does in my summative assessment. The Final Critique for the Trash Building project will provide a unique opportunity for the students to explain and defend their works in a community setting.

**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 0**

Lesson Title: Material Collection & Analysis

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

- 1PE: Identify how an artist's choice of media relates to the ideas and images in the work.
- 3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
- 4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

(Stage One) Performance-based Assessment Objectives:

- Students will be able to discuss with academic integrity the ideas of waste, rubbish, and reclamation.
- Students will be active participants in the decision making and sorting of materials.
- Students will be effective in group cooperation and be able to navigate issues due to group dynamics.

(Stage Two) Performance-based Assessment Strategies:

- Discussions and Questioning
- Class Participation

Age-appropriate Vocabulary: (dictionary.com)

- **Compost** - *noun*
 - 1. a mixture of various decaying organic substances, as dead leaves or manure, used for fertilizing soil.
- **Rubbish** - *noun*
 - 1. worthless, unwanted material that is rejected or thrown out; debris; litter; trash.
 - 2. nonsense, as in writing or art: *sentimental rubbish*.

Accommodations for Special Populations:

Students with tactile issues will be provided with gloves and if the issue persists will be able to be included in the discussions of placement without the physicality of moving the materials.

If the compost bin becomes an issue due to allergies or other unforeseen issues, it can be relocated outside. The original intent is for a small amount of discomfort to having "trash" in the classroom but anything beyond an annoyance will be dealt with.

Art/Visual Culture Examples:

- None for this Lesson Section.

Preparations:

Materials/Resources for Teacher

- Four large bins for collection of waste materials.
- One larger bin for compost materials.
- Labels premade for each bin
- Depending on level of trash collected, the teacher might be required to bring in extra amounts of trash from home, other classrooms or administration, or even local businesses.

Materials for Students

- Trash: Students will not be allowed to throw anything into the garbage and will be collecting all of it for materials throughout the unit.

(Safety Procedures Need to be Explained)

- Compost will be discussed and correct handling of the waste materials. For this age group and maturity level, this will not be much of an issue but still needs addressed.
- Discussion on what constitutes a "Hazardous" material that cannot be included in the project may be required depending on the trash collected.

(Stage Three) Learning Activity:

Lesson description:

In the week leading up to and throughout the Unit, I will encourage the students to refrain from throwing anything into the trash can. We will collect a bin of material for use during the Unit. Anything and everything will go into the bin and we will attempt to keep it fairly organized despite its contents.

At the beginning of the Unit we will sort through the first week's trash and divide it into 5 separate bins. The first bin will be labeled "Flat" and contain any and all trash that is thought of as flat. Examples would be scrap paper, cardboard, plastic sheeting, etc. The next bin will be labeled "Compost" and anything organic such as food waste or dirt will be stored in it. The "Beautiful" bin will be available for anything that is deemed beautiful. I expect this bin to be fairly empty at the beginning but might contain things like broken toys or colorful materials. The fourth bin will be labeled "Useful." This would contain items that the class deemed useful and could include broken items that could be fixed or cardboard cups. The last bin will be labeled "Rubbish" and be the catch all bin for everything else. These items would be looked at as items that the class thinks are unusable or "gross."

The separation and categorizing of trash will be infused with and then followed by a discussion on "What is trash?" and "How do you accommodate differing opinions?" Focus will be on understanding the different bins and what they can represent in art and the community as a whole. We will also discuss future lessons and how each of the bins might be used in the future. A reevaluation of the bins could follow the discussion resulting in some shuffling of trash.

At the end of the unit, the left over materials will be revisited and discussions will be focused on what was used, how things were used unexpectedly, and how anything leftover could still be used.

Getting the Classroom Environment Ready:

As an ongoing piece of the unit, this will be a daily function of the classroom. Students will be asked to do initial sorting and decision making. Beyond the initial sorting, they will be asked to keep their bins in a tidy order. Depending on the ability to maintain organization, students will be given weekly or biweekly time at the beginning of a class period to get the bins in order.

Initial setup includes, bin placement and possibly starter material collection.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

In the week leading up to the unit: Collection will occur without much thought to organization or separation of materials. Discussion will be limited and an air of mystery about what we could be using so much trash for should be built within the students.

Day One, Sorting and Analysis:

- Outline of unit and goals of the unit (15 minutes)
- Discussion on unit and thoughts about "trash" (20 minutes)
- Sorting of Materials (15 minutes)
- Clean up and settling into seats (5 minutes)

Day Two, Sorting and Analysis:

- Finish sorting of Materials (15 minutes)
- Discussion on Abandonment and Reclamation, included slide show of images (35 minutes)
- Clean up of materials (5 minutes)

Day Three, Sorting and Analysis:

- Reminder discussion on Abandonment and Reclamation (15 minutes)
- Reallocation of materials and possibly sending students to other classrooms to collect extra materials (35 minutes)
- Clean up and settling into seats (5 minutes)

Day Four, Compost and HazMat:

- Discussion on Compost and any Hazardous Material discussions needed (20 minutes)
- Creating the Compost Bin and assigning maintenance of it (30 minutes)
- Clean up and settling into seats (5 minutes)

Day Five, Work Day:

- Work Day to complete any sorting or assignment of activities related to organization, upkeep and maintenance of the bins

Ongoing Maintenance:

- Time will be provided throughout the unit to maintain and reorganize the materials.
- Students will be assigned tasks on a rotational basis to maintain the compost material.

Clean-up (Room, Materials & Work Storage):

- Bins will be given prominent space in the art classroom. The intent is for the “trash” to pervade every aspect of the art room and as it builds, if it isn’t used it becomes a disturbance in the students’ lives.
- Daily checks will be made to assure that the bins retain some portion of order and organization.
- All materials will need to be returned and sorted into the bins at the end of the class period.

Closure, Review & Anticipation (what’s next?):

- Students will begin planning on their Scrap Sketch Books as well as know the overall outline of what we will be accomplishing.
- Review of materials will be an ongoing process designed to constantly rethink what is trash and where items can be placed within the bins.

Supplemental activity:

- As an ongoing, collective activity, students will work together to complete this activity. If it is completed earlier than anticipated, students can begin work on the next section.

Teacher reflection focused on the lesson after it has been taught:

- Lesson has not been taught. Reflection questions to ponder:
 - o How did the bins work? Should there have been more or fewer?
 - o How did the compost bin work? Did it need to be moved outside? Would it help to designate students as in charge of the compost?
 - o How was the pacing?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

Attachments:

- Unit Outline
- Abandonment Slideshow



Reclamation of the Abandoned

A Unit in 5 Lessons by Greg Lawrence

Abandonment & Reclamation

Exploring the effects of time on objects and reclaiming the abandoned for art.

Rationale:

The average student can **relate** well to the ideas of abandonment and reclamation. Especially in late middle school and early high school, students develop a **"me vs. the world" mentality**. They experience perceived abandonment in multiple social circles and communities. Often they feel that "no one understands" and that they are the only person to experience the troubles they are facing. The reuse of materials and reclamation of the abandoned can provide a positive reinforcement. In the "discarded" they can see themselves and see the rebirth into art.

Reclamation also has a great relation to the **cultural significance** of recycling and the environment. With the arrival of media outlets like Facebook and Pinterest, ideas of reuse and reclamation are invading the household and decoration. Always looking for a better, cheaper, and "greener" way of decorating our homes, reclaimed art is a cultural phenomenon.

The idea of the **cyclical life** of an object is also something we can relate to science as well as literary devices, giving the unit a good foothold for **integration** and deeper meaning.

Abandonment & Reclamation

Exploring the effects of time on objects and reclaiming the abandoned for art.

Essential Questions & Concepts:

- What is Trash?
- What is Art?
- What is Beauty?
- Can something be beyond reclamation?
- Why do we make decisions as artists?

Lesson Zero:

Material Collection and Analysis

In the week leading up to and throughout the Unit, we're going to refrain from throwing anything into the trash can. We will collect a bin of material for use during the Unit. Anything and everything will go into the bin and we will attempt to keep it fairly organized despite its contents.

At the beginning of the Unit we will sort through the first week's trash and divide it into 5 separate bins. The first bin will be labeled "Flat" and contain any and all trash that is thought of as flat. Examples would be scrap paper, cardboard, plastic sheeting, etc. The next bin will be labeled "Compost" and anything organic such as food waste or dirt will be stored in it. The "Beautiful" bin will be available for anything that is deemed beautiful. I expect this bin to be fairly empty at the beginning but might contain things like broken toys or colorful materials. The fourth bin will be labeled "Useful." This would contain items that the class deemed useful and could include broken items that could be fixed or cardboard cups. The last bin will be labeled "Rubbish" and be the catch all bin for everything else. These items would be looked at as items that the class thinks are unusable or "gross."

"What is Trash?"

Lesson Zero: Material Collection and Analysis



Lesson Two: Frank Gehry and the Trash Building

The lesson will begin with a PowerPoint lesson and discussion on Frank Gehry, his techniques, and the ideas of plan, section, and perspective. Focus will be on the ideas of design and intent.

We will then be creating "trash buildings." On each table, various sculptural pieces will be selected from materials in the various bins. We will then be able to change, add to, and sculpt our pieces as a table unit. All changes must be accepted as a group, however.

Using a premade template and our sketch books, we will individually explore our "trash buildings" in plan, section, and perspective. You will be tasked with deciding the function, site, scale, and usability of their buildings. We will also take a digital photo of our buildings and manipulate it in Photoshop. The final product will consist of a photograph of their building, a digital interpretation of the building in plan, section, and perspective, and a perspective drawing. A critique will be set up for the final and we will invite some local architects and architecture professors to sit in on it. The critique will be a day long event.... there will be food.



Lesson One:

Scrap Sketch Book

There will be a lesson on book binding and the history of making books. We will stick to learning the simpler techniques but show examples of some of the more advanced techniques.

We will be creating our own Sketch Books. Pulling materials from the Trash Bins we have set up, we will be creating books using techniques learned. Typically materials will be pulled from the "Flat" bin but I won't limit the you if you want to create your book using materials from the other bins. Pages can be white washed to provide sketching space.

The sketch books created will be used as a place for notes, sketches, and assignments throughout the unit. A weekly drawing will be assigned as homework in the Sketch Books. The weekly drawing will be a part of the 30 week drawing challenge. They will be collected and graded at the end of the semester with individual reviews throughout.



Lesson Three: Caddisflies and Beauty

• This lesson will be integrated with Mrs. Savage's 8th Grade Life Science: Topic - Species and Reproduction.

In this lesson, the we will work with the science teacher on topics about species and life cycles. As part of the lesson, the science students will go on site to a local stream bed to learn about life cycles and stages. They will each return, having caught between 2-4 caddisfly larvae. These larvae will be brought to the art classroom and placed in Tupperware containers for use in the art lesson. They will be observed over the course of the lesson through the lens of both a biologist and an artist.

Caddisfly larvae live in freshwater streams and case-making caddisflies may build cases exclusively of silk, but more commonly the silk holds together substrate materials such as small fragments of rock, sand, small pieces of twig or aquatic plants. These cases protect against predation as well as the harsh environment of the moving stream. French artist, Hubert Duprat removes these cases and provides the larvae with alternative materials to rebuild a case. These materials typically include gold flakes, opals, pearls, rubies, and other precious and semi-precious stones, creating small jewelry like sculptures that he refers to as collaborations. While the science lesson will cover the larvae stages, the art lesson will begin by recapping this information while introducing the work of Hubert Duprat.

Once the caddisfly larvae have been procured, their original casings removed, each student will select which materials they want to introduce into their own simulated streams. These simulated streams will be a Tupperware container per student. We will observe the larvae through the rest of the unit and make observational notes and sketches in their Sketch Books.

The science lesson will conclude with the students releasing the larvae back into nature as they are ready to mature. The resulting leftover cocoon will be retained for the art classroom.

Lesson Three: Caddisflies and Beauty



Lesson Four: Graffiti and Appropriation

Lesson Four will begin with a discussion on Appropriation and the ethics of using something that you don't own for your art. It will lead into a lesson on past and current graffiti artists, their reasons, ideas, and methods. Special attention will go to works such as Shepard Fairey and his hope poster and Banksy and his criticism of corporate labeling.

Stemming from ideas of reclamation and repurposing, we will view and discuss a series of photographs of abandoned places. These pictures will include photos of sites around the world that have been abandoned, some left to nature and others reclaimed by various graffiti artists. Topics of discussion will include ethics, art vs. vandalism, and the nature of beauty. We will also do a demonstration on creating and using a spray paint stencil.

Students will select topic of contention; this can be something discussed by the various graffiti artists or something that they feel passionate about. They will then design their own stencil based on their topic. These will be 2 of 3 color compositions and will ultimately be applied with spray chalk.

We will then select a site on the school grounds or in the community to apply our stencils. Abandoned or lesser used spaces are encouraged. Spray chalk will be used to apply the artwork. Students will be responsible for any cleanup associated with their placement choice.

Lesson Four: Graffiti and Appropriation



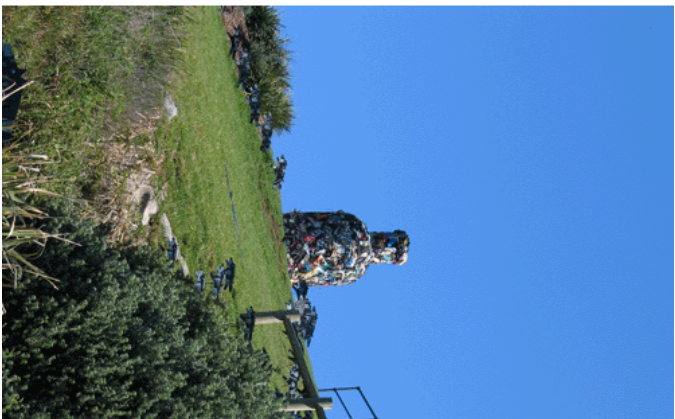
Lesson Five: The Compost

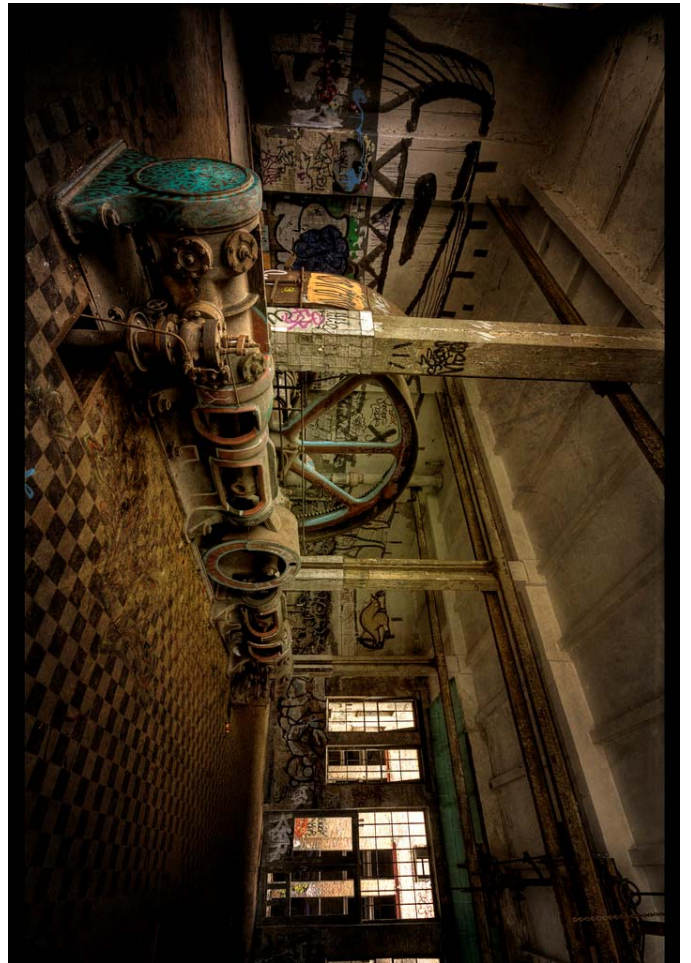
Throughout the Unit, trash will be collected in the various bins listed in Lesson Zero. One of those bins is the "Compost" bin. While use of material that will be collected in this bin won't be discouraged, typically this bin will go untouched. As a joint Science and Art lesson, this bin will form the basis of a compost pile that can be started at the school. As it is utilized in the classroom, changes will be monitored and discussed. Discussion of beauty will play a role in the life of the "Compost" bin.

As the unit concludes on the last day before Spring Break, we will use the compost project and plant and fertilize flowers around the school. The flowers will be planted in various locations reflecting the type places that were chosen for Lesson Four.



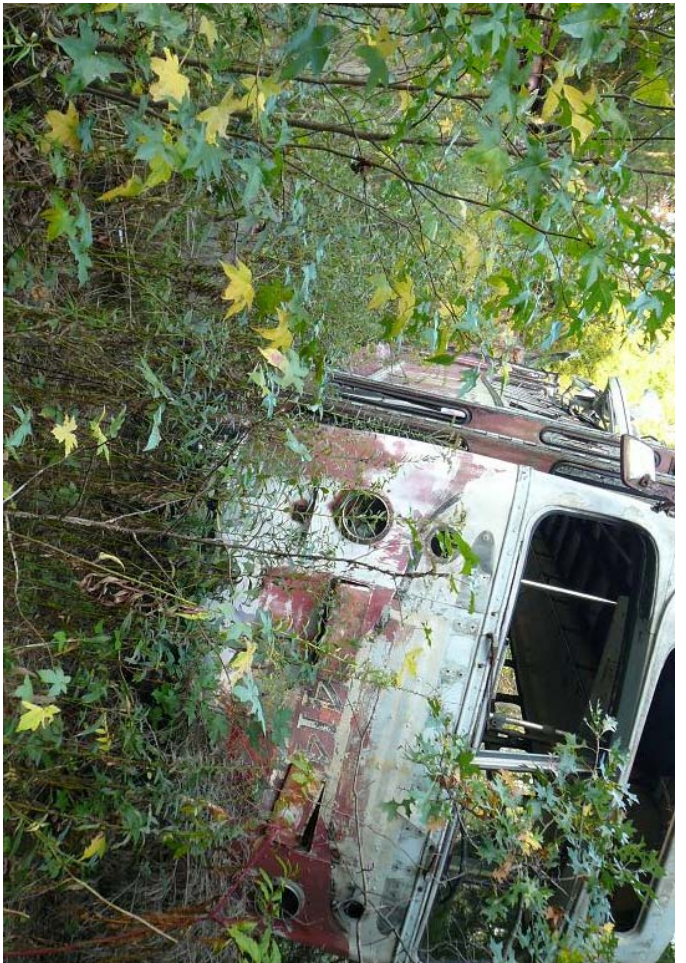


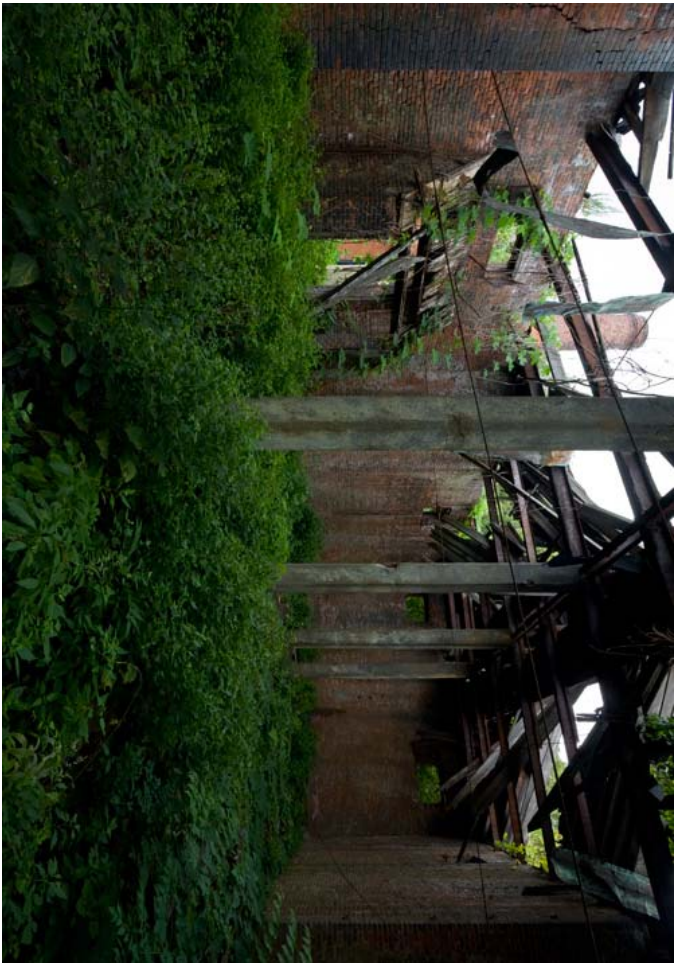


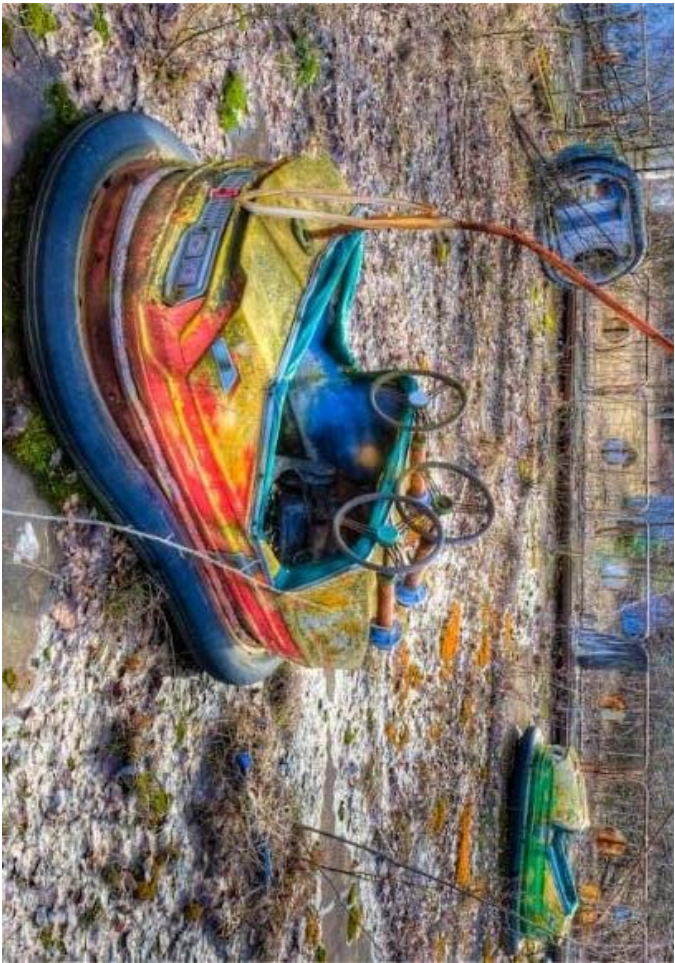


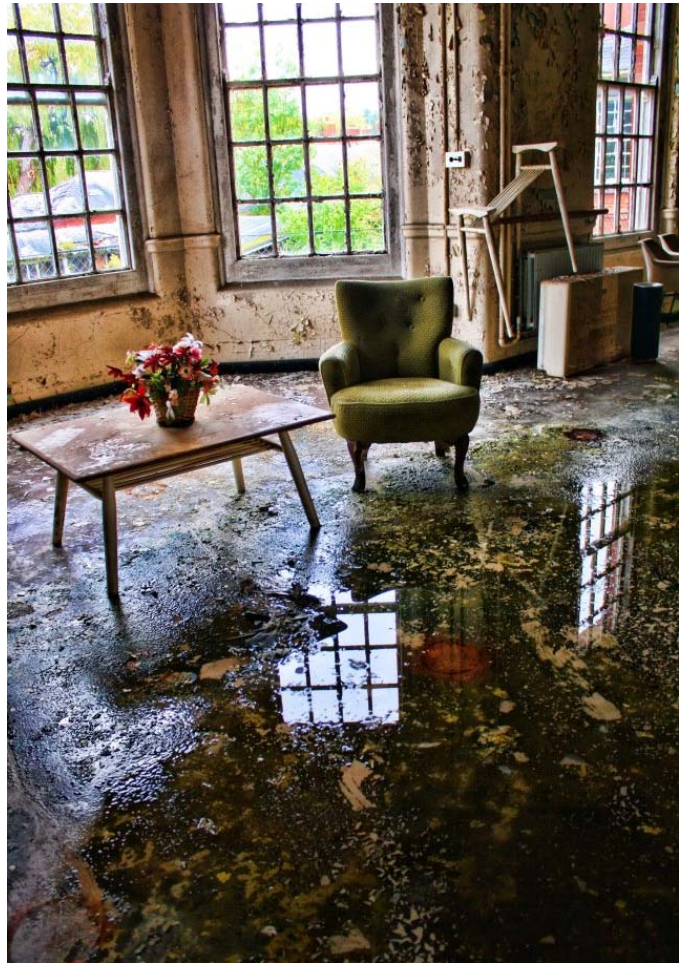


flickr image via Michiel Van Balen









**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 1**

Lesson Title: Scrap Sketch Book

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

- 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- 3PR: Use critical thinking and visual literacy to communicate a specific idea.
- 4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects.
- 2RE: Explain and defend their artistic decisions using visual art vocabulary.
- 4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

(Stage One) Performance-based Assessment Objectives:

- Students will be able to discuss with academic integrity the ideas and history of bookbinding.
- Students will have a basic working knowledge of how to bind together a book.
- Students will create their own Scrap Sketch Book.
- Students will investigate, explore, and map ideas and designs in their sketchbook.
- Students will perform a weekly drawing assignment in their sketchbook.

(Stage Two) Performance-based Assessment Strategies:

(Attach assessment documents if applicable)

- Design maps of how they will build their Scrap Sketch Book will be created and gone over with the instructor prior to start of book building. This page will become their first page in their Scrap Sketch Book.
- Scrap Sketch Books will be reviewed in an individual session with the teacher twice over the course of the quarter. Final rubric will be distributed and areas of difficulty will be identified and addressed.
- Scrap Sketch Books will be turned in at the end of the quarter and will be graded according to the final rubric.
- 30 Week Drawing Challenge (attached) will be graded based on effort, creativity, and accomplishment.
- Participation

Age-appropriate Vocabulary: (dictionary.com, Wikipedia.com)

- **Bookbinding** - *noun*
the process or art of binding books.
- **Coptic Binding** - *noun*
method of bookbinding employed by early Christians in Egypt, the Copts, and used from as early as the 2nd century AD to the 11th century. The term is also used to describe modern bindings sewn in the same style.
- **Wooden Board Binding** - *noun*
method of bookbinding using wooden boards as backing to provide stability and endurance to the book.
- **Traditional Chinese bookbinding** - *noun*
method of bookbinding that the Chinese (as well as Koreans and Japanese) have used before converting to the modern codex form. Also labeled stitched binding, folded paper is stitched together with silk cord and encased in cloth.
- **Girdle Binding** - *noun*
small portable books worn by medieval European monks, clergymen and aristocratic nobles consisting of a book whose leather binding continued loose below the cover of the book in a long tapered tail with a large knot at the end which could be tucked into one's girdle or belt.

Accommodations for Special Populations:

Students unable to complete this assignment using scrap materials will be provided with white stock paper and asked to bind their own sketchbooks.

Options as to which binding method allow for greater flexibility on ability to complete the sketchbook assignment.

Art/Visual Culture Examples:

Bookbinding will be introduced through a series of YouTube videos showing the various techniques and forms of bookbinding.

- <http://www.youtube.com/watch?v=S2FRKbQI2kY> - Coptic
- http://www.youtube.com/watch?v=Av_rU-yOPd4 - Case
- http://www.youtube.com/watch?v=_W99DY-iHcc – Spiral
- http://www.youtube.com/watch?v=ub_LPtcIayI – Traditional Chinese (stitched)
-

Historical examples will be provided to show the beauty and art of bookbinding.

Contemporary books will be brought in as examples and discussion points.

Preparations:

Materials/Resources for Teacher

- YouTube videos
- Binding materials: leather scraps, cording, threading needles, wood boards, yarn, glues
- Contemporary books with various binding materials
- White paint
- Brushes
- 30 Week Drawing Challenge Worksheet

Materials for Students

- Trash
- Pencils

(Safety Procedures Need to be Explained)

- Attention will need to be paid to anyone punching holes or using needles for this project.

(Stage Three) Learning Activity:

Lesson description:

There will be a beginner lesson on book binding and the history of making books. We will stick to learning the simpler techniques but show examples of some of the more advanced techniques.

The class will be tasked with creating their own Sketch Books. Pulling materials from the Trash Bins we have set up, they will be creating books using techniques learned. Typically materials will be pulled from the “Flat” bin but I won’t limit the students if they want to create their book using materials from the other bins. Pages can be white washed to provide sketching space.

The sketch books created will be used as a place for notes, sketches, and assignments throughout the unit. A weekly drawing will be assigned as homework in the Sketch Books. The weekly drawing will be a part of the 30 week drawing challenge. They will be collected and graded at the end of the semester with individual reviews throughout.

Getting the Classroom Environment Ready:

The materials for binding will need to be collected and placed in accessible locations to allow for the students to decide on which binding type they would like to create for their books. Materials will need to be accessible by multiple students at a time and retain a degree of organization.

Trash materials will be used, so access to the bins will need to be maintained.

Worksheet will need to be printed out and distributed through the class to all students.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

Day One, Discussion and Planning:

- Discussion about preconceived ideas of books and book bindings. What is expected? What constitutes a book? (15 minutes)
- Examination of Contemporary Examples and understanding the differences. (15 minutes)
- History of bookbinding, examples and different techniques (25 minutes)
- Request the students to bring in examples of various books to the next class

Day Two, Discussion and Planning:

- Look at examples provided by students and discuss. (25 minutes)
- Watch YouTube videos on techniques. (30 minutes)

Day Three, Discussion and Planning:

- Teacher demo on techniques shown during last class (20-30 minutes)
- Students begin deciding on which technique to use and planning out their design map for the Scrap Sketch Book (30 minutes)

Day Four, Discussion and Planning:

- Students work individually or in groups on a design map of how they will build and bind their Scrap Sketch Books. (class period)

Day Five, Building and Binding:

- 30 week drawing challenge will be issued and discussed. Week one drawing will be assigned. (10 minutes)
- Gathering of materials and beginning of work on their Scrap Sketch Book (class period)
- Content pages that need it will be whitewashed.
- Clean up and settling back into seats (5 minutes)

Days Six to Eight, Work Days:

- Work days to build the Scrap Sketch Books.
- Associated detailed demos as needed.
- Clean up and settling back into seats (5 minutes)

Ongoing Project:

- The 30 week drawing challenge will continue through the rest of the year and keep the students creating content in their sketchbooks.
- Scrap Sketch Books will be reviewed twice by the end of the quarter with individual meetings with the instructor during work days.
- Students are asked to fill their Scrap Sketch Books with content. These are personal findings, notes, sketches, design maps, thoughts or ideas.

Clean-up (Room, Materials & Work Storage):

- Clean up will be focused on maintaining a degree of order in the material bins. All unused materials will go back into the bins regardless of "tomorrow's intention" of using it.
- All binding materials will be returned and stored in the materials closet.
- All books, unfinished and finished, will be stored in predetermined boxes set aside. Only under extenuating circumstances such as drying glue or wet paint will books be allowed to reside outside of the box. Students that wish to take a book home to work on content or a drawing challenge can do so but only if it returned the very next day.

Closure, Review & Anticipation (what's next?):

- One of the individual reviews with the instructor on these books will focus on the bookbinding technique and decision making. Review of the process will take place.
- As students finish their books they will be able to work directly in them, creating content and working on the drawing challenges.
- Discussion of intent towards the end of this lesson will lead into the ideas of the next lesson.

Supplemental activity:

- Students that have completed their Scrap Sketch Books can work on content within their books.
- Students will also be able to work with other students that are working on more complex books.
- Students can work on their drawing challenges.

Teacher reflection focused on the lesson after it has been taught:

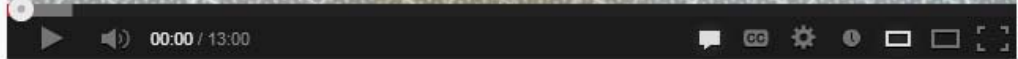
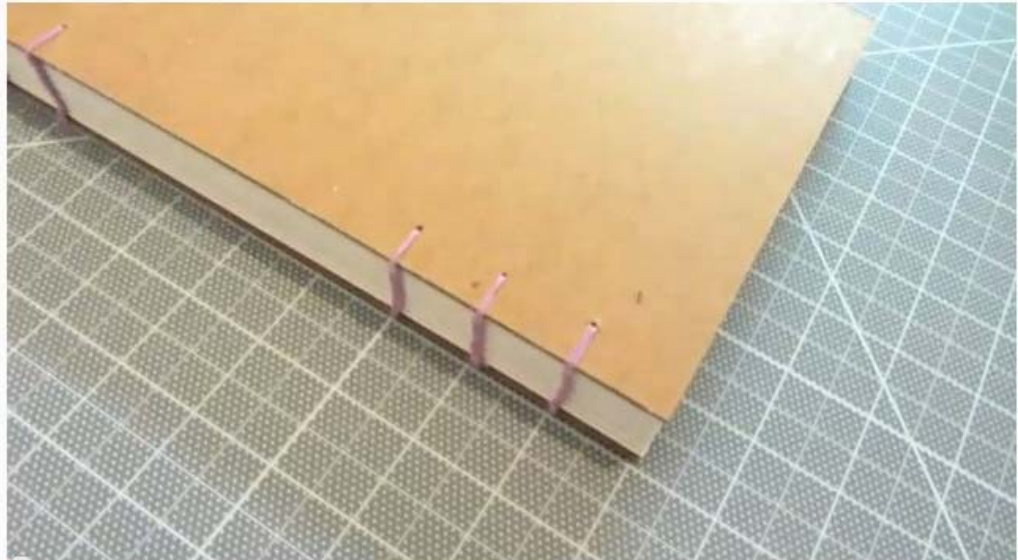
- Lesson has not been taught. Reflection questions to ponder:
 - o Which techniques were chosen? Did any of the students attempt complexity?
 - o How well did I promote creativity?
 - o How did the books compare to historical and contemporary examples?
 - o How was the pacing?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

Attachments:

- YouTube Videos
- Contemporary Book Photos
- 30 Week Challenge Worksheet
- Sketchbook Rubric

GUIDE

MORE RESULTS
how to book bind



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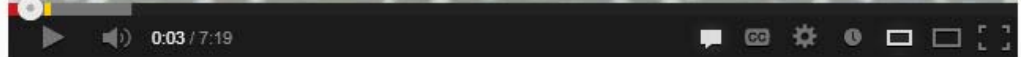


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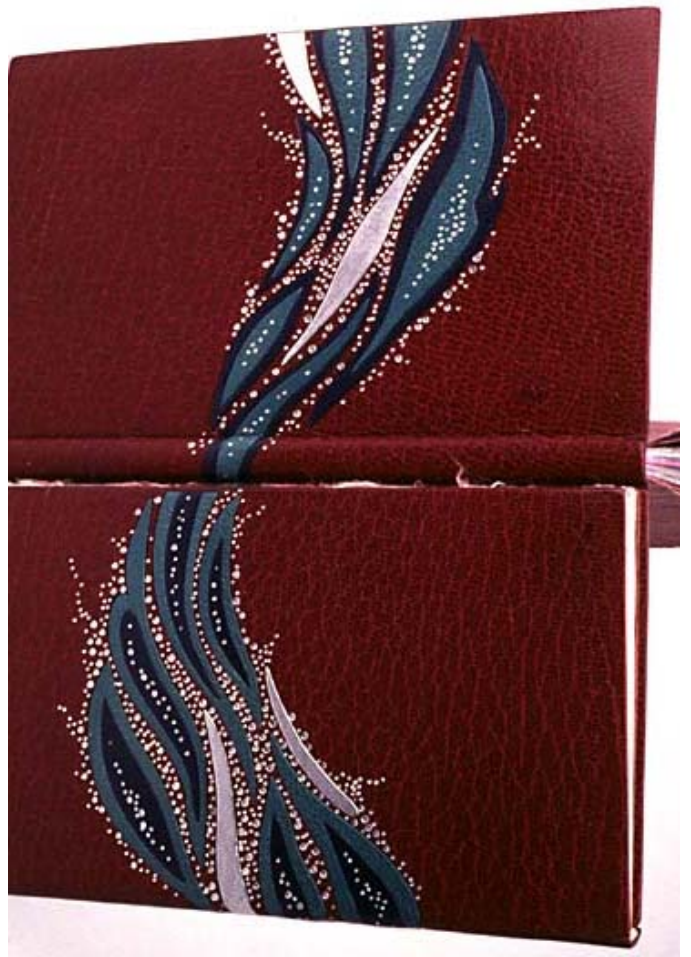
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30 DAY DRAWING CHALLENGE

DAY ONE
yourself.

DAY TWO | your fav. animal

DAY THREE | your fav. food.

4
your fav. place

DAY FIVE
your best friends

6 your fav. book

DAY SEVEN | your fav. movie

DAY EIGHT
your fav. animated character

9
your fav. T.V. show.

DAY TEN | your fav. candy

11 a turning point in your life

your most recent accomplishment. (lol)

12

DAY 13

comic!

15
a family portrait

DAY SIXTEEN =
inspiration

DAY 17

DAY FOURTEEN | your fav. fairy tale.

DAY NINETEEN
something new.

DAY TWENTY
something orange.



day 18.
just a doodle.

23 something you need...

21 something you want

DAY TWENTY TWO
something you miss...
♥ ♥ ♡

DAY TWENTY FOUR
• a couple.

25
scenery ♥

something you don't like



28
some one you love.

DAY TWENTY SEVEN
anything at all.

29 | a place you want to go...

and finally...

30 | a "congrats" banner!

* colour each task as completed.

Scrap Sketch Book

Teacher Name: **Mr. Lawrence**

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------|--|---|---|--|
| Creativity | Several of the graphics or objects used in the book reflect an exceptional degree of student creativity in their creation and/or display. | One or two of the graphics or objects used in the book reflect student creativity in their creation and/or display. | One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative. | The student did not make or customize any of the items in the book. |
| Quality of Construction | The book shows considerable attention to construction. It holds together well and has a central theme. | The book shows attention to construction. It holds together as long as you don't move it too much. | The book shows some attention to construction. Parts are falling off but overall it can work as a book. | The book was put together sloppily. Items appear to be just "slapped on." The book falls apart all the time. |
| Time and Effort | Class time was used wisely. Much time and effort went into the planning and design of the book. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. |
| Content | All content areas were thoroughly explored and detailed. | Most content areas were explored. All content areas are present. | Some content was explored but some of the content is missing. | Most content is missing and almost none of it is explored well. |

**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 2**

Lesson Title: Frank Gehry and the Trash Building

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

- 4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.
- 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- 3PR: Use critical thinking and visual literacy to communicate a specific idea.
- 4PR: Present personal artworks that show competence in the use of art elements to create meanings and effects.
- 1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and idea in the work.
- 2RE: Explain and defend their artistic decisions using visual art vocabulary.
- 6RE: Develop and apply criteria to assess personal works for content and craftsmanship.

(Stage One) Performance-based Assessment Objectives:

- Students will be able to discuss with academic integrity the work of Frank Gehry.
- Students will be able to describe and explain ideas of intent and process.
- Students will be able to work with and alongside others with differing opinions.
- Students will be able to navigate creative differences with others.
- Students will create a sculptural object and explore its meaning and design intent through drawing, photo manipulation, and critique.
- Students will be able to explain and defend their ideas and design intent in a constructively critical setting.

(Stage Two) Performance-based Assessment Strategies:

(Attach assessment documents if applicable)

- Students will create a final project which will consist of a photograph of their building, a digital interpretation of the building in use, a plan drawing, a section drawing, and a perspective drawing.
- The students will present their final project drawings with focus on their design process and intent for the building. The presentation and presentation will be graded based on a final rubric.
- The presentations will be in a critique format with local architects, designers, and architectural professors joining us. The guests will ask questions and students will be required to defend decisions made.

Age-appropriate Vocabulary: (dictionary.com)

- **Plan** - noun
 1. a design or scheme of arrangement
 2. a drawing made to scale to represent the top view of a structure or a machine, as a floor layout of a building.
 - 3.
- **Section** - noun
 1. a distinct part or subdivision of anything, as an object, country, community, class, or the like.
 2. a representation of an object as it would appear if cut by a plane, showing its internal structure.
 3. a drawing made to scale to represent the horizontal view of a structure or a machine, as a section of a building.
- **Perspective** - noun
 1. a technique of depicting volumes and spatial relationships on a flat surface.
 2. a picture employing this technique, especially one in which it is prominent: *an architect's perspective of a house.*

- **Intent** - *noun*
 1. something that is intended; purpose; design; intention: The original intent of the committee was to raise funds.
 2. the act or fact of intending, as to do something.
 3. meaning or significance.

Accommodations for Special Populations:

Students unable to handle working in groups or are disruptive to their group will be provided with a trash building of their own that they can manipulate.

Art/Visual Culture Examples:

The students will be introduced to the work of architect Frank Gehry through discussion and a PowerPoint presentation. His works of note will be The Guggenheim in Bilbao Spain, his stage backdrop of Don Giovanni, Fred and Ginger building, and the Peter B. Lewis Building in Cleveland.

Students will describe the work of a given architect in their Scrap Sketch Books. They will be asked to research and provide knowledge, images, and design intent for major buildings.

Preparations:

Materials/Resources for Teacher

- Frank Gehry PowerPoint
- Architect worksheet
- Architect specific books
- Sketch worksheet
- Cameras
- Computers with Photoshop
- Contact and line up critique with local architects

Materials for Students

- Trash
- Pencils
- Scrap Sketch Books
- Research materials on given architect

(Safety Procedures Need to be Explained)

- None for this Lesson Section but reminding about proper use and handling of a camera could be beneficial.

(Stage Three) Learning Activity:

Lesson description:

The lesson will begin with a PowerPoint lesson and discussion on Frank Gehry, his techniques, and the ideas of plan, section, and perspective. Students will be given an architect to research and describe in their journals. Focus will be on the ideas of design and intent.

Students will then be presented with "trash buildings." On each table of approximately 4 students, various sculptural pieces will be erected from materials in the various bins. Students will then be allowed to change, add to, and sculpt their pieces as a table unit. All changes must be accepted as a group however.

Using a premade template worksheet and their sketch books, the students will individually explore their "trash buildings" in plan, section, and perspective. They will be tasked with deciding the function, site, scale, and usability of their buildings. They will also take a digital photo of their building and manipulate it in Photoshop. The final product will consist of a photograph of their building, a digital interpretation of the building in use, a plan drawing, a section drawing, and a perspective drawing. A critique will be set up for the final and we will invite some local architects and architecture professors to sit in on it.

Getting the Classroom Environment Ready:

The original trash buildings will need to be erected on each table and cameras need to be available for use. Storage of the trash buildings might pose an issue so it would be good if the students at least photographed and documented their trash buildings in case movement destroys the building.

The Frank Gehry PowerPoint need to be loaded and ready.

Both worksheets should be printed and available for distribution. Extras will accommodate those that lose, tear, destroy, eat, or otherwise misplace theirs before they are needed.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

Day One, Frank Gehry:

- PowerPoint introducing Frank Gehry, plan, section, perspective, and the trash building (25 minutes)
- Allow students the opportunity to begin designing a mockup of their trash building (25 minutes)
- Pass out architect worksheet and assign research (5 minutes)

Day Two, Research and Construction

- Built trash building is to be finished and photographed (30 minutes)
- Quick sketches on worksheets (20 minutes)
- Work on architect research (if time allows)

Days Three to Seven, Work Days:

- Work on architect research in Scrap Sketch Book
- Finish Quick Sketches on Template Worksheet
- Begin work on Final Drawings

Days Eight and Nine, Presentation:

- Students will present their findings on their architect in front of the class but in an informal format (class period, 5 minute blocks)
- If extra time is needed presentations can bleed into the next day.

Days Ten to Fourteen, Work Days:

- Demos as needed, Basic Photoshop
- Finish Final Drawings.
- Create Photographic Interpretation

Day Fifteen, Critique:

- This day has been billed as a community art event. The students have been given the day to present and the community has been invited to attend.
- The students will spend part of the morning hanging up their work and getting the critique area ready.
- Each student presents for 6-8 minutes with 6-8 minutes of questions from the critics.

Clean-up (Room, Materials & Work Storage):

- The intent is for the students to be able to work from their trash building models the entire time, however due to movement during clean up and possible fragility, the photographs will come in handy.
- Trash buildings will be carefully stored on a table in the back of the room.
- Materials will be used on an "at need" basis and should be stored as such.

Closure, Review & Anticipation (what's next?):

- The closure of this lesson is a culmination of their work in a day long critique session. The students will be allowed to bring in food and appetizers and invite their parents and members of the community.
- Anticipation for the next project will be built through their Science classes. At this point, the Science teacher has already taken them on a field trip and collected the specimens needed for the next lesson.

Supplemental activity:

- Other supplemental drawings can be created to bolster their ideas for the critique (ie axonometric, site drawings, and additional perspectives). If a student is interested, additional demos can be applied.
- Work will be continuing in their Scrap Sketch Books and 30 day drawing challenge.
- Planning and set up for the critique can be facilitated by volunteer students.

Teacher reflection focused on the lesson after it has been taught:

- Lesson was taught in a condensed version. Reflection questions to ponder for the full version:
 - o How well were the students able to get their ideas and intents across visually? What about through their presentations?
 - o How well did they understand the vocabulary and intent of the activity?
 - o Was the critique a major stressor or something that was exciting?
 - o How was the pacing?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

- Condensed version reflection:
 - o Overall, I feel the art and design production was very good. I was able to get the students interested and involved quite easily. One of the benefits I had in teaching Middle School is that all the students were very eager to hear from “someone new.” Being able to start the lesson with the students already on my side was very encouraging. It also helped that we had been observing in the classroom for a couple weeks leading up to my teaching so the students knew who I was.

I was really encouraged to hear from my cooperating teacher that not only did she think I did well but that she was excited to see some thoughtful art production from some of her notoriously “unartistic” students. She made mention that she might structure a lesson around some of my ideas so that she can reach these students. I think I was able to get these students involved because I was able to introduce some of them into art that focuses on design and the thought put into the work rather than a final product. With this lesson, the students didn’t have enough time to truly work towards a “final product” but were rather encouraged to turn their imaginations and creativity loose and to describe their work in active conversation.

I could have done better in relating to the class as a whole. I think I did very well in engaging with most individual students but my beginning “lecture” was fairly short and didn’t produce the collective knowledge that I was aiming for at the onset of the lesson.

Time invested in the lesson as more than a single class period would have allowed me to develop the ideas further and begin to push the class into an understanding of intent.

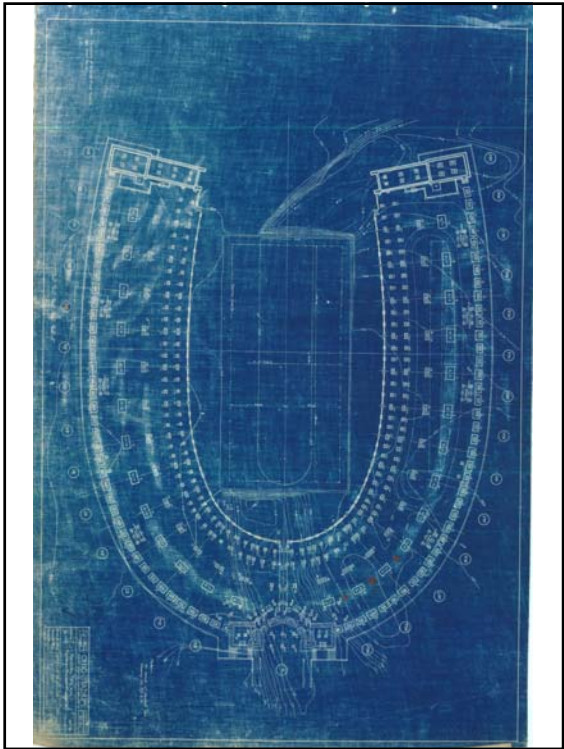
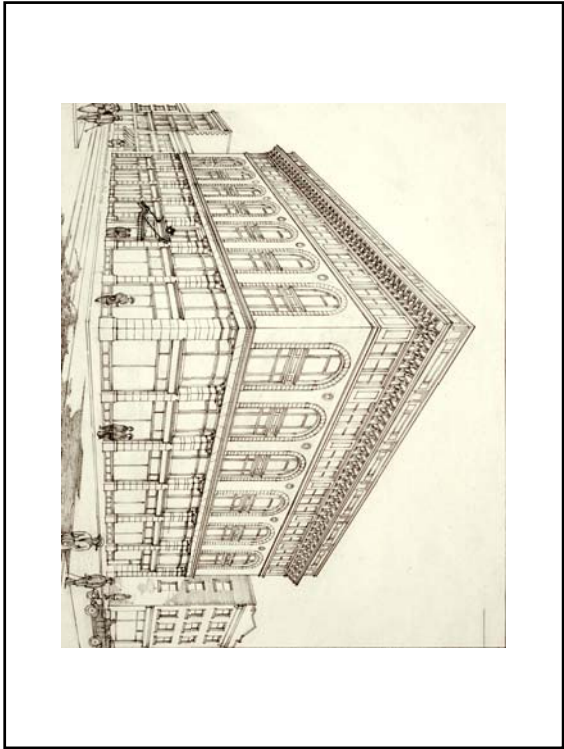
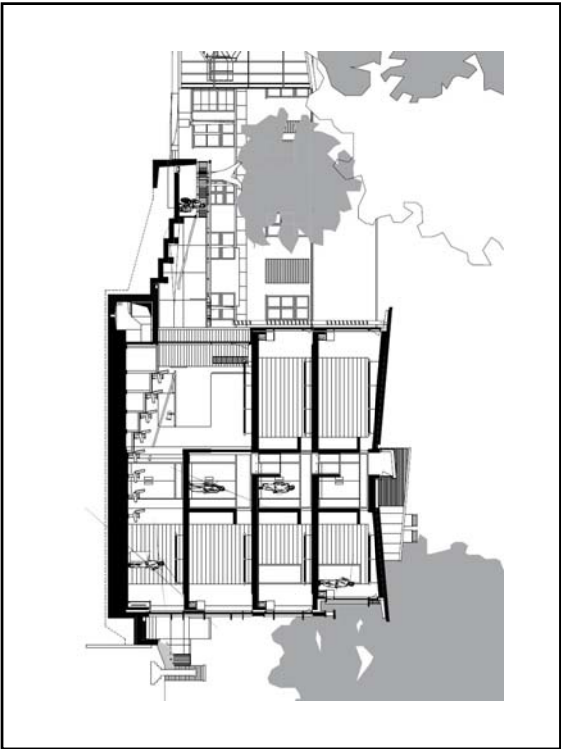
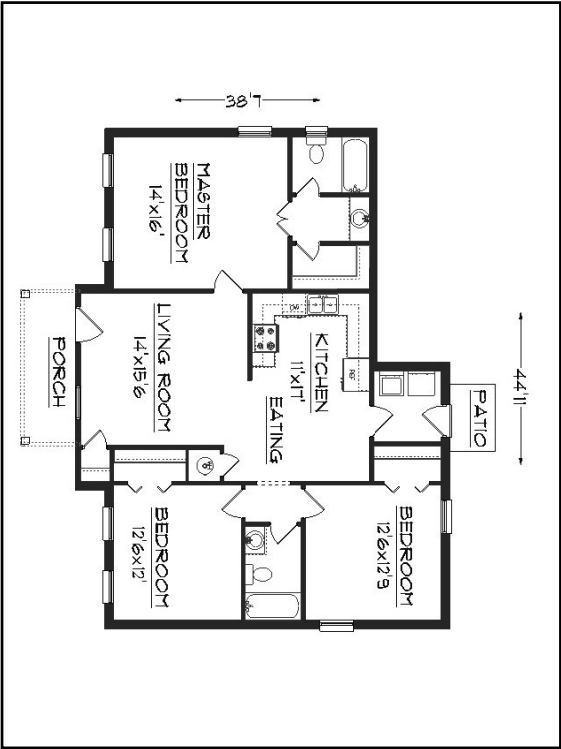
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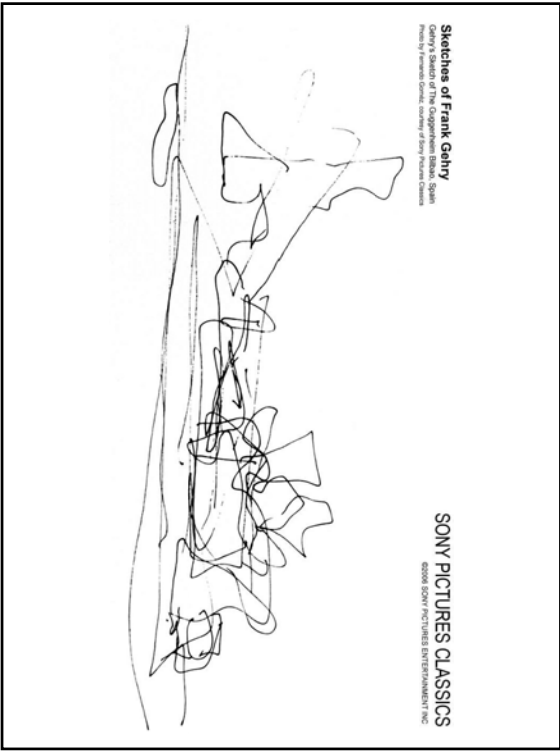
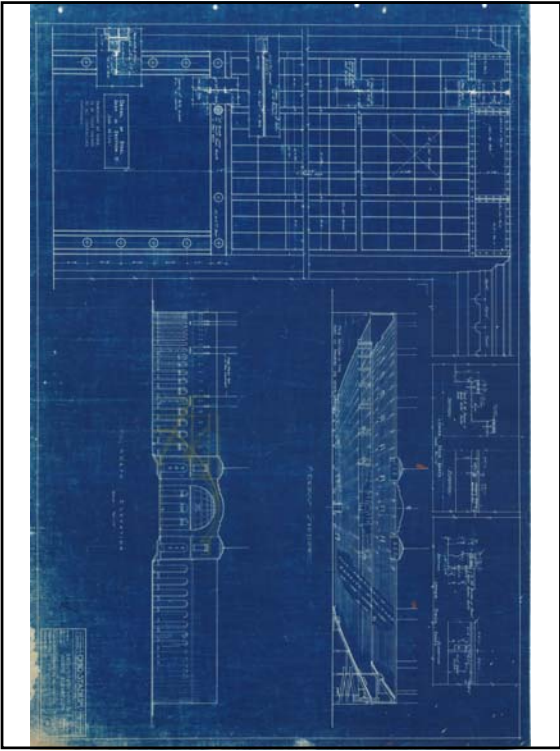
- Frank Gehry PowerPoint
- Architect Worksheet
- Template Worksheet
- Rubric
- Student Work

Frank Gehry









Art Survey 8th Grade: Mr. Lawrence

All students are required to select one architect from the following list.

Le Corbusier

Antoni Gaudi

Ludwig Mies van der Rohe

I. M. Pei

Zaha Hadid

Bjarke Ingels

Rem Koolhaas

Philip Johnson

Alvar Aalto

Renzo Piano

Peter Eisenman

Louis Kahn

Research your architect and take notes in your Scrap Sketch Book. Be sure to include sketches as well as text information.

Ask questions such as:

- Why is this architect famous?
- What are some famous works by this architect?
- Would I enjoy a building built by my architect?
- How would this architect build a house?
- How would this architect build a school?
- How would this architect build a skyscraper?
- What are some of the beliefs of this architect?
- How does my architect design buildings?
- Why does this architect design buildings this way?

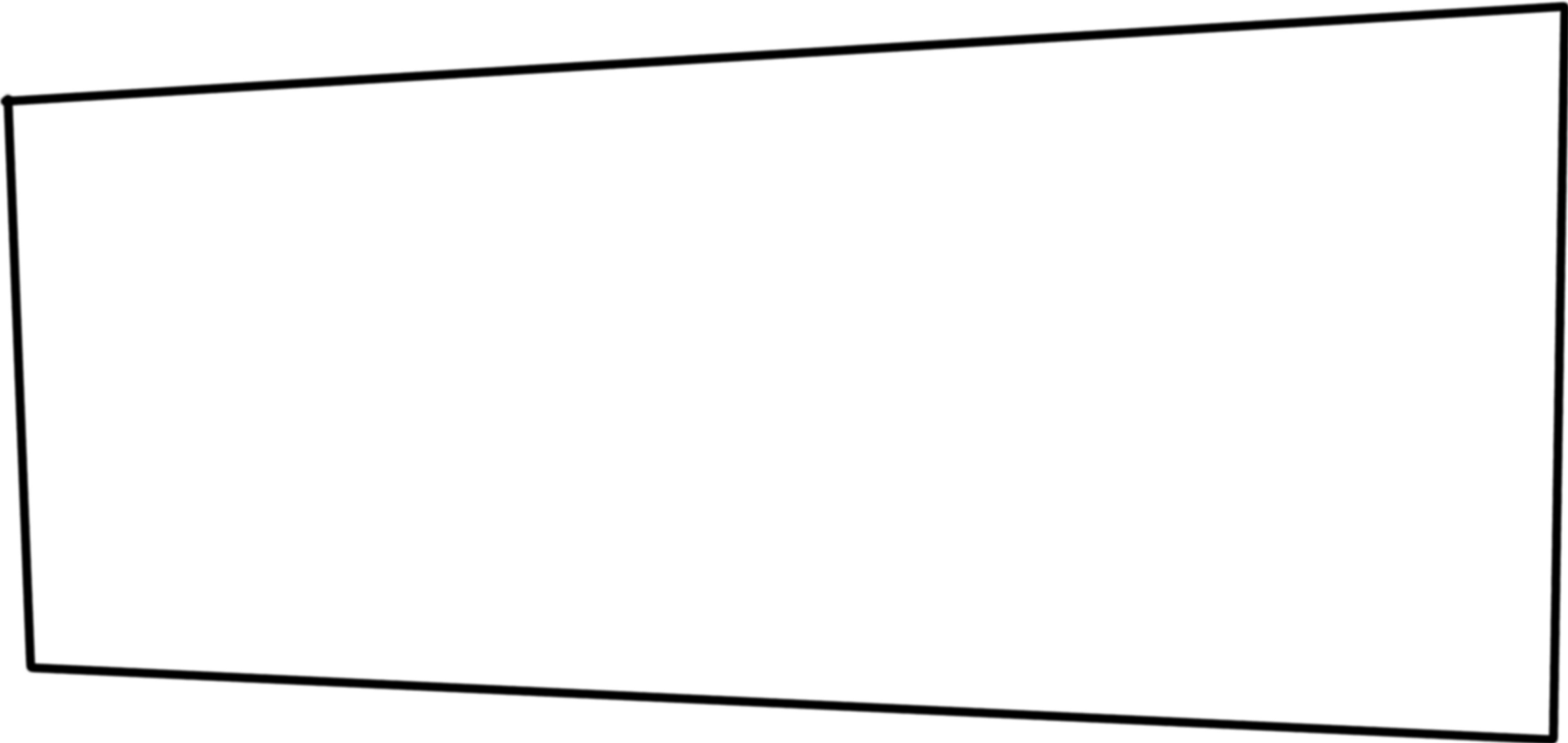
BUILDING NAME _____

DESIGNER _____

PLAN



PERSPECTIVE



SECTION



Frank Gehry and the Trash Building Final Critique

Teacher Name: **Mr. Lawrence**

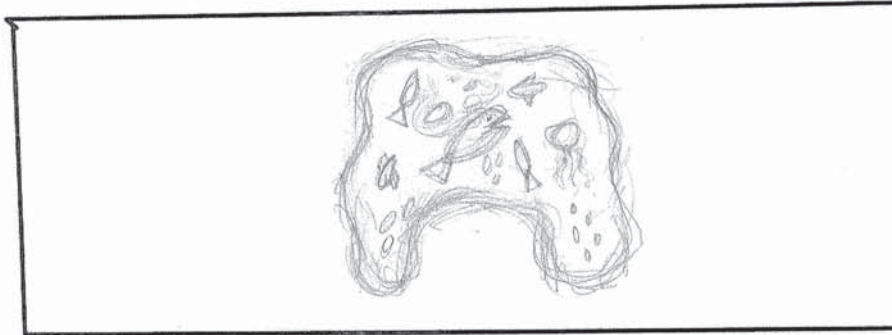
Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------------|---|---|---|--|
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| Drawings | Drawings are well put together and detailed. | Drawings are complete and have some detail. | Drawings are complete but lack any detail | Drawings are not complete and illegible. |

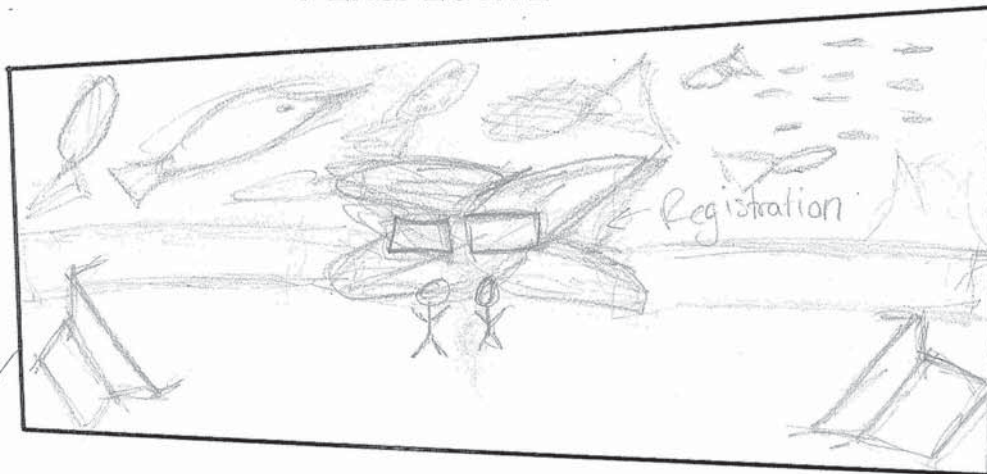
BUILDING NAME Oasis Wonderland

DESIGNER Rebecca Amonar

PLAN



PERSPECTIVE



SECTION

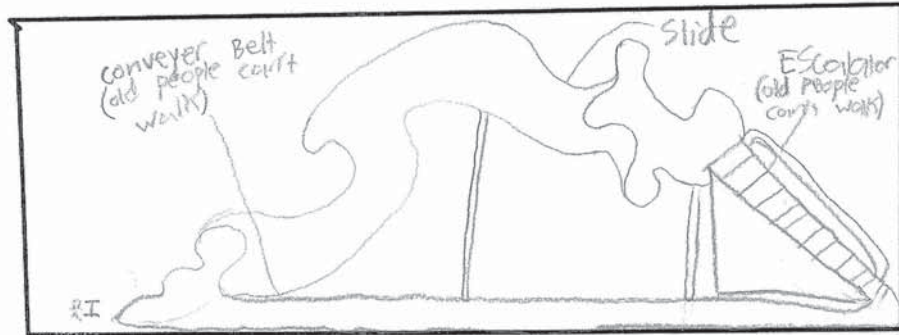


This is an indoor aquarium. The walls are thick glass that give a view of the fish in the container. It's basically

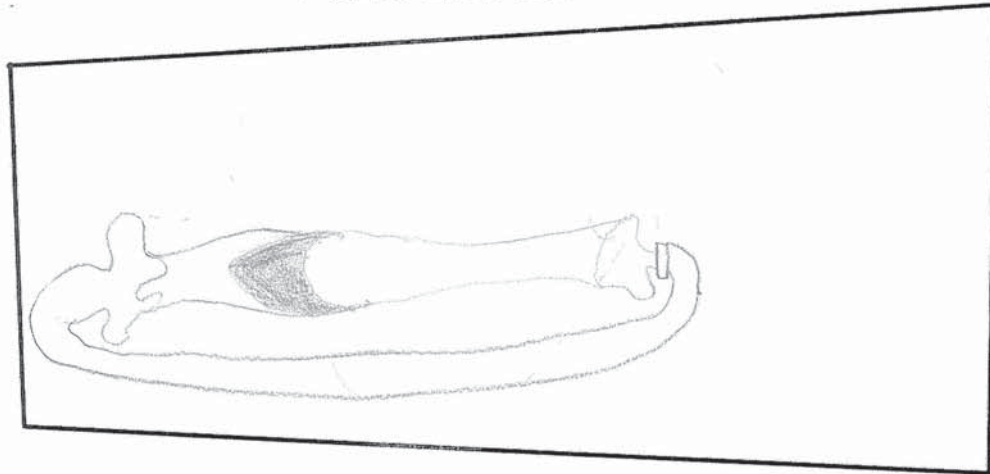
BUILDING NAME The magical Flying Slide for old people

DESIGNER Wyatt

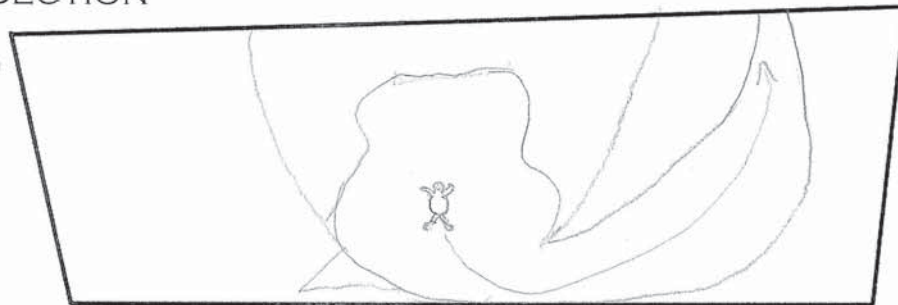
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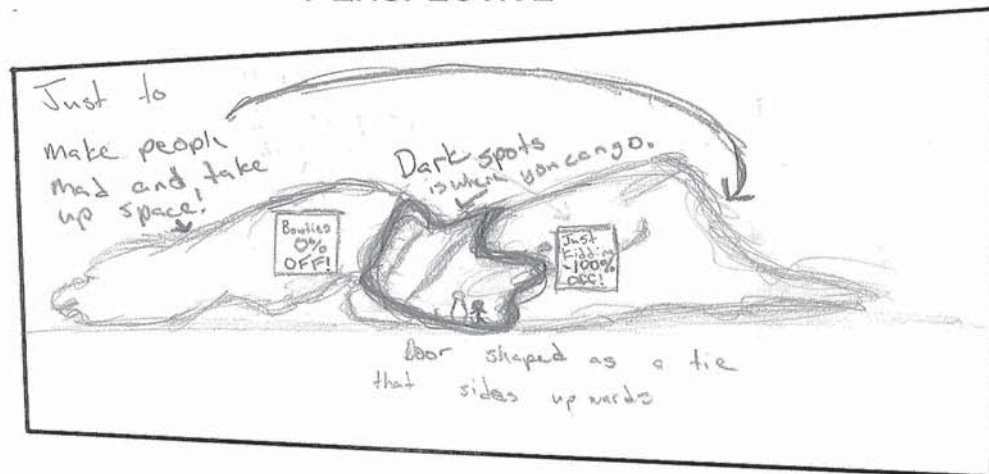
BUILDING NAME The Bowtie of Epicocity!

DESIGNER Max Crossman

PLAN



PERSPECTIVE



person = 

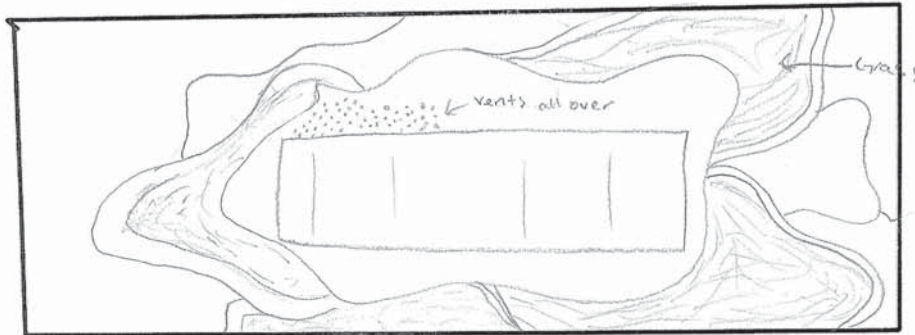
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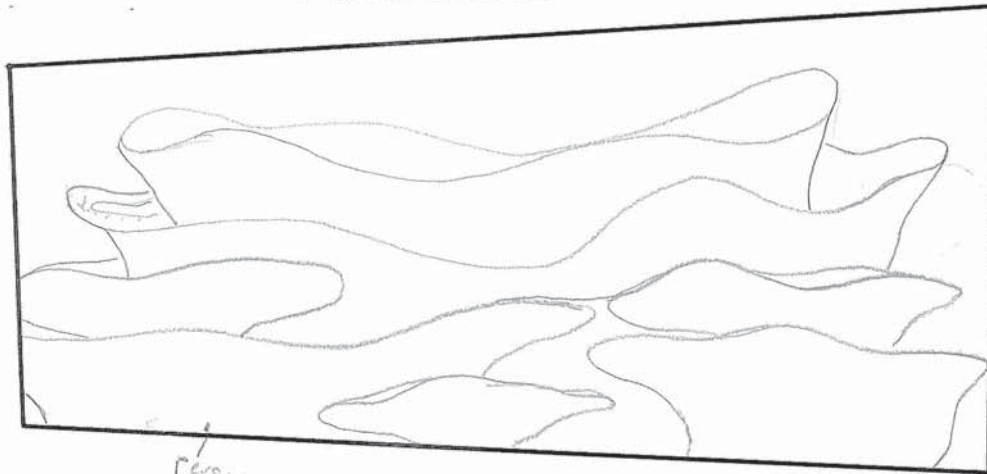
BUILDING NAME Delouge

DESIGNER Kyra

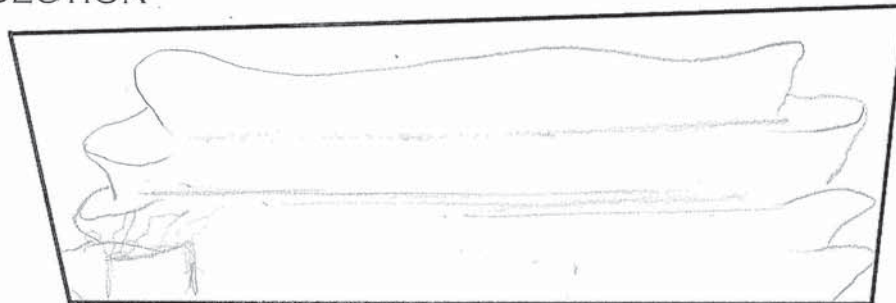
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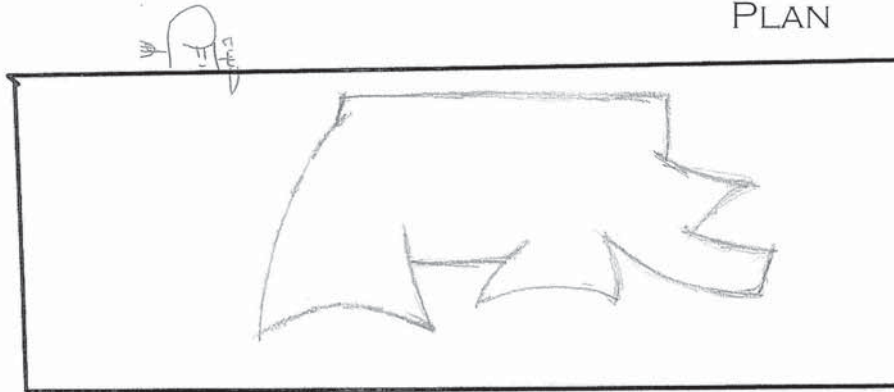
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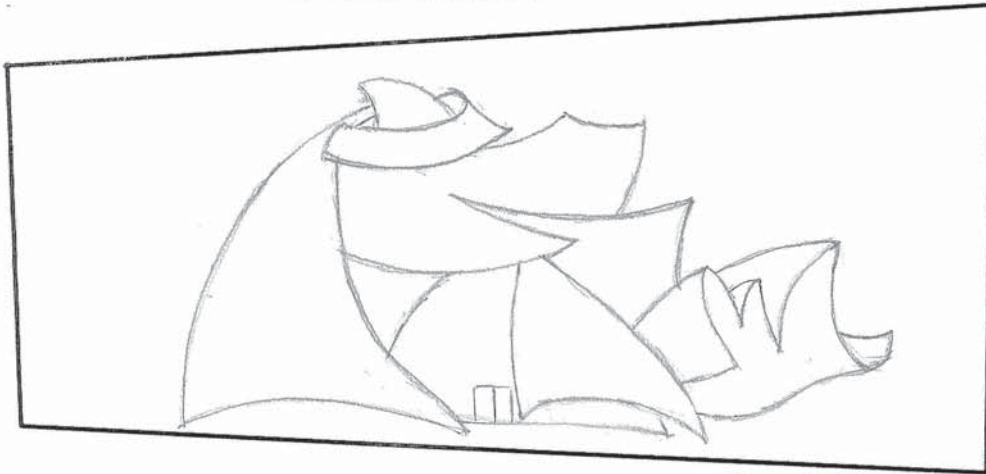
BUILDING NAME _____

DESIGNER Aidan Gray

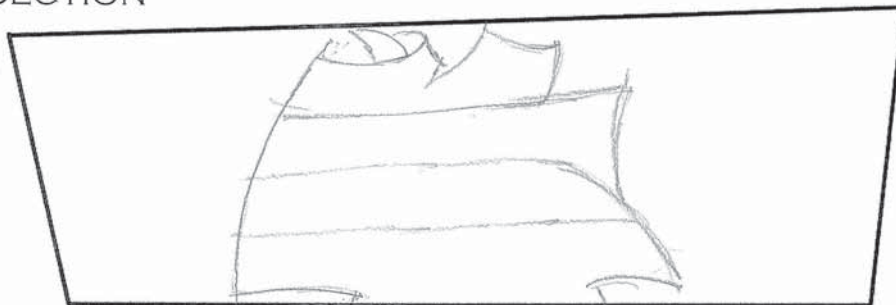
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PERSPECTIVE



SECTION



**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 3**

Lesson Title: Caddisflies and Beauty

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

1PE: Identify how an artist's choice of media relates to the ideas and images in the work.

2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.

1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and idea in the work.

4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

(Stage One) Performance-based Assessment Objectives:

- Students will be able to discuss with academic integrity the process of Hubert Duprat.
- Students will understand the creation of larval cocoons of the Caddisfly.
- Students will be able to discuss ideas of beauty and refuse.
- Students will select suitable materials that will be used to create Caddisfly art.

(Stage Two) Performance-based Assessment Strategies:

(Attach assessment documents if applicable)

- Discussion and Questioning
- Students' observation notes and diagrams will be graded based on technique, material usage, attention to detail, and creativity.
- Students will retain their cocoons and be graded on completion on the project. (As the primary artist of the work, I find it hard to grade the Caddisfly larvae.)

Age-appropriate Vocabulary:

- Vocabulary in this Lesson Section will be dealt with in the Science class. We just get to make fun stuff.

Accommodations for Special Populations:

Students unable to work with Caddisfly larvae will still be able to select appropriate materials. These materials can be introduced into the Caddisfly's environment by the teacher or a fellow student.

Art/Visual Culture Examples:

French artist Hubert Duprat and his Caddisfly jeweled sculptures

Preparations:

Materials/Resources for Teacher

- Tubs of clear water

Materials for Students

- Caddisflies, procured through a science field trip
- Trash
- Pencils
- Scrap Sketch Books

(Safety Procedures Need to be Explained)

- Procedures in dealing with the Caddisfly larvae will be covered in Science. (Essentially: don't disturb them too much)

(Stage Three) Learning Activity:

Lesson description:

This lesson will be integrated with 8th Grade Life Science: Topic – Species and Reproduction.

In this lesson, the students will work with the science teacher on topics about species and life cycles. As part of the lesson, the science students will go on site to a local stream bed to learn about life cycles and stages. They will each return, having caught between 2-4 caddisfly larvae. These larvae will be brought to the art classroom and placed in Tupperware containers for use in the art lesson. They will be observed over the course of the lesson through the lens of both a biologist and an artist.

Caddisfly larvae live in freshwater streams and case-making caddisflies may build cases exclusively of silk, but more commonly the silk holds together substrate materials such as small fragments of rock, sand, small pieces of twig or aquatic plants. These cases protect against predation as well as the harsh environment of the moving stream. French artist, Hubert Duprat removes these cases and provides the larvae with alternative materials to rebuild a case. These materials typically include gold flakes, opals, pearls, rubies, and other precious and semi-precious stones, creating small jewelry like sculptures that he refers to as collaborations. While the science lesson will cover the larvae stages, the art lesson will begin by recapping this information while introducing the work of Hubert Duprat.

Once the caddisfly larvae have been procured, their original casings removed, each student will select which materials they want to introduce into their own simulated streams. These simulated streams will be a Tupperware container per student. Students will observe the larvae through the rest of the unit and make observational notes and sketches in their Sketch Books.

The science lesson will conclude with the students releasing the larvae back into nature as they are ready to mature. The resulting leftover cocoon will be retained for the art classroom.

Getting the Classroom Environment Ready:

Each student will be given a small tub of water with Caddisfly larvae.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

Day One, Beauty and Duprat Discussion:

- Discussion on Beauty. What is Beautiful? What is Gross? (15-20 minutes)
- Introduction of Hubert Duprat and his Caddisfly larvae, with discussion (25 minutes)
- Initial observations and sketches (10 minutes)

Day Two, Selection and introduction of Materials:

- Students will be tasked with selecting suitable materials to introduce into the Caddisfly's environment
- Discussion on what should be used and why? (15 minutes)
- Preparation of materials and introduction into tubs. (20 minutes)
- Observational sketches and notes (10 minutes)

Ongoing Maintenance, Observing and Documenting:

- Students will observe and document their findings in their sketchbooks as the caddisflies create their cocoons.

Clean-up (Room, Materials & Work Storage):

- Storage of the caddisfly tubs will be within the art room along a sunny wall.
- Lids will be firmly attached at all times except for observation.
- Storage tubs will be stackable and the area will need to be sectioned off so that they don't accidentally get knocked into and spilled.

Closure, Review & Anticipation (what's next?):

- This lesson will continue with observations until the end of the unit.
- During the last couple days of the quarter, the larvae will be freed from their cocoons and released back into their original stream environments.

Supplemental activity:

- Work within the Scrap Sketch Book.
- Work with stencils to lead into the next Lesson Section.

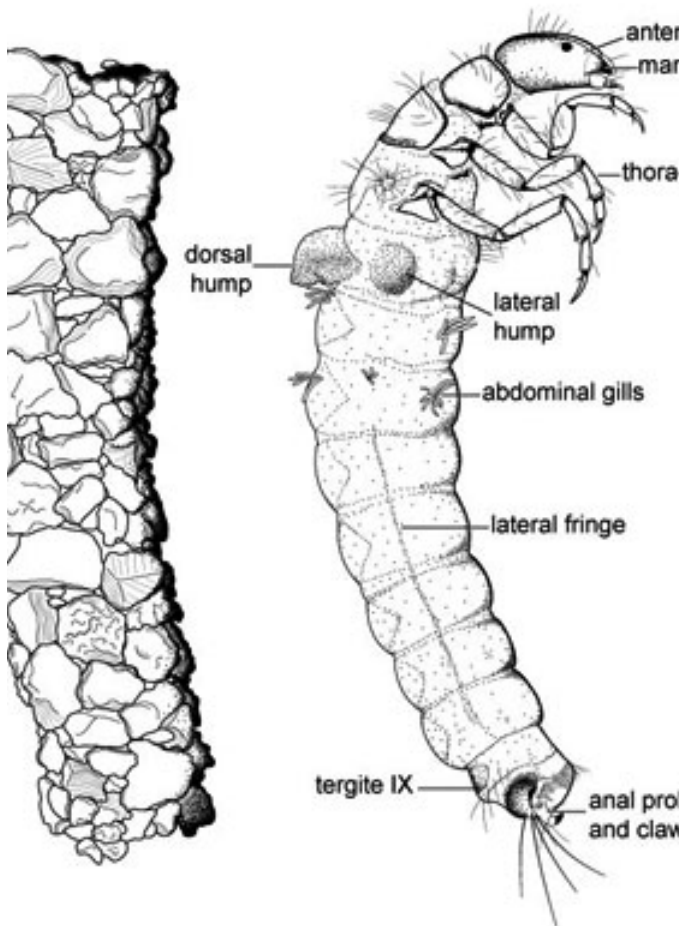
Teacher reflection focused on the lesson after it has been taught:

- Lesson has not been taught. Reflection questions to ponder:
 - o How well did the Science integration work?
 - o How many of the larvae actually produced a viable cocoon?
 - o Was introducing a living art material something that got the students excited?
 - o How was the pacing?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

Attachments:

- Duprat picture
- Caddisfly larvae pictures





**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 4**

Lesson Title: Graffiti & Appropriation

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

- 1PE: Identify how an artist's choice of media relates to the ideas and images in the work.
- 4PE: Understand how social, cultural and political factors affect what contemporary artists and designers create.
- 2PR: Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- 3PR: Use critical thinking and visual literacy to communicate a specific idea.
- 1RE: Examine various qualities in artworks to understand how an artist's choice of media relates to the images and idea in the work.
- 2RE: Explain and defend their artistic decisions using visual art vocabulary.
- 3RE: Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior.
- 4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

(Stage One) Performance-based Assessment Objectives:

- Students will be able to discuss with academic integrity their views on ethics, graffiti, & appropriation.
- Students will have made decisions on content based on current events, controversies, and/or motives.
- Students will have a working knowledge of some of the current contemporary graffiti artists as well as why these artists create the work that they do.

(Stage Two) Performance-based Assessment Strategies:

(Attach assessment documents if applicable)

- Discussion and Participation.
- Students will work on stencil based art and create a multilayered stencil graphic. This graphic will be graded according to a rubric.
- Students will choose a site for their graphic and apply it. Application and reflection on intent will be graded.

Age-appropriate Vocabulary: (dictionary.com)

- **Ethics** - *noun*
1. a system of moral principals
- **Appropriation** - *noun*
1. the act of taking for oneself; taking possession of.
- **Stencil** - *noun*
1. a device for applying a pattern, design, words, etc., to a surface, consisting of a thin sheet of cardboard, metal, or other material from which figures or letters have been cut out, a coloring substance, ink, etc., being rubbed, brushed, or pressed over the sheet, passing through the perforations and onto the surface.

Accommodations for Special Populations:

Students allergic to the spray chalk can still create the stencil work and can choose an appropriate site for the application. Actual application will need to be done by another individual.

Students can also create a stencil that will be used to trace onto colored paper. The paper can then be cut out and taped up on the chosen site.

Art/Visual Culture Examples:

- Banksy
- Shepard Fairey
- P183
- Vinchen

Preparations:

Materials/Resources for Teacher

- Slideshow of Graffiti Images
- Cardboard if there isn't enough in the bins
- Xacto blades
- Spray Chalk

Materials for Students

- Trash (especially cardboard or poster board)
- Pencils
- Scrap Sketch Books

(Safety Procedures Need to be Explained)

- Proper safety needs to be discussed about the Xacto knives.

(Stage Three) Learning Activity:

Lesson description:

Lesson Four will begin with a discussion on Appropriation and the ethics of using something that you don't own for your art. It will lead into a lesson on past and current graffiti artists, their reason, ideals, and methods. Special attention will go to works such as Shepard Fairey and his Hope poster and Banksy and his criticism of corporate labeling. The lesson and discussion will attempt to remain politically neutral but will focus on the students' ideas rather than mine.

Stemming from ideas of reclamation and repurposing, we will view and discuss a series of photographs of abandoned places. These pictures will include photos of sites around the world that have been abandoned, some left to nature and others reclaimed by various graffiti artists. Topics of discussion will include ethics, art vs. vandalism, and the nature of beauty. We will also do a demonstration on creating and using a spray paint stencil.

Students will select topic of contention; this can be something discussed by the various graffiti artists or something that they feel passionate about. They will then design their own stencil based on their topic. These will be 2 or 3 color compositions and will ultimately be applied with spray chalk rather than spray paint.

Students will then select a site on the school grounds or in the community to apply their stencil. Abandoned or lesser used spaces will be encouraged. Spray chalk will be used to apply the artwork. Students will be responsible for any cleanup associated with their placement choice.

Getting the Classroom Environment Ready:

- Slides on graffiti artists available for Appropriation discussion
- On days when the stencils are being created, materials should already be out. Xacto blades will be kept up at the teachers desk and checked out on a per student basis.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

Day One, Discussion Appropriation and Ethics:

- Discussion about ethics in art. Introduction of Appropriation (30 minutes)
- Slide show and discussion on graffiti artists (15 minutes)
- Sketching and thought writing about controversies that are important to the students. (10 minutes)
- Students are to come to the next class with 3 ideas of what they want to design.

Day Two, Controversies:

- Discussion on Controversies and dealing with different sides to an issue (20 minutes)
- Work in sketchbooks in groups. (35 minutes)
- Students are to narrow their ideas down to one and discuss in smaller groups how they could go about getting their message across. What sort of image is needed? Where should it be applied?

Day Three, Design:

- Students will work out exactly what image they will create and how the different layers will need to interact.
- They will spend this day sketching and planning on paper and in their Scrap Sketch books.

Day Four, Cardboard:

- Using pencil, students will transfer their ideas onto the cardboard or posterboard.

Days Five to Ten, Work Days:

- Students will create a three to six layered stencil.
- Once the stencil appears to be complete, they will test it with 5 separate applications onto trash material.
- The application method can vary but 5 applications must be made. If an application isn't satisfactory to a student, they still must keep it for the final but they can make adjustments to their stencils.

Day Eleven to Thirteen, Application:

- One spray chalk application must be applied in a controlled environment of the art room.
- One spray chalk application must be applied at the chosen site.
- Photographs will be required for all applications.

Clean-up (Room, Materials & Work Storage):

- Students will be responsible for any clean up associated with their chosen application site.
- Stencils will be kept in the art room and cannot be taken home.
- Students will be responsible for any chalk application messes.

Closure, Review & Anticipation (what's next?):

- This lesson will be closing near the end of the quarter and will lead into the last lesson by connecting the chosen site with the planting of flowers.

Supplemental activity:

- Students will need to be finishing up their Caddisfly observations, weekly drawing challenges, and Scrap Sketch Book content.

Teacher reflection focused on the lesson after it has been taught:

- Lesson has not been taught. Reflection questions to ponder:
 - o What was the reaction in the classroom, school, community, and/or city to the application of the stencil art?
 - o How have the students ideas of abandonment changed over the course of this unit?
 - o Did students select abandoned sites for their graphic placement?
 - o What sort of issues are the students interested in and created their stencils about?
 - o How was the pacing?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

Attachments:

- Rubric
- Graffiti Slideshow

Creating a Stencil : Graffiti & Appropriation

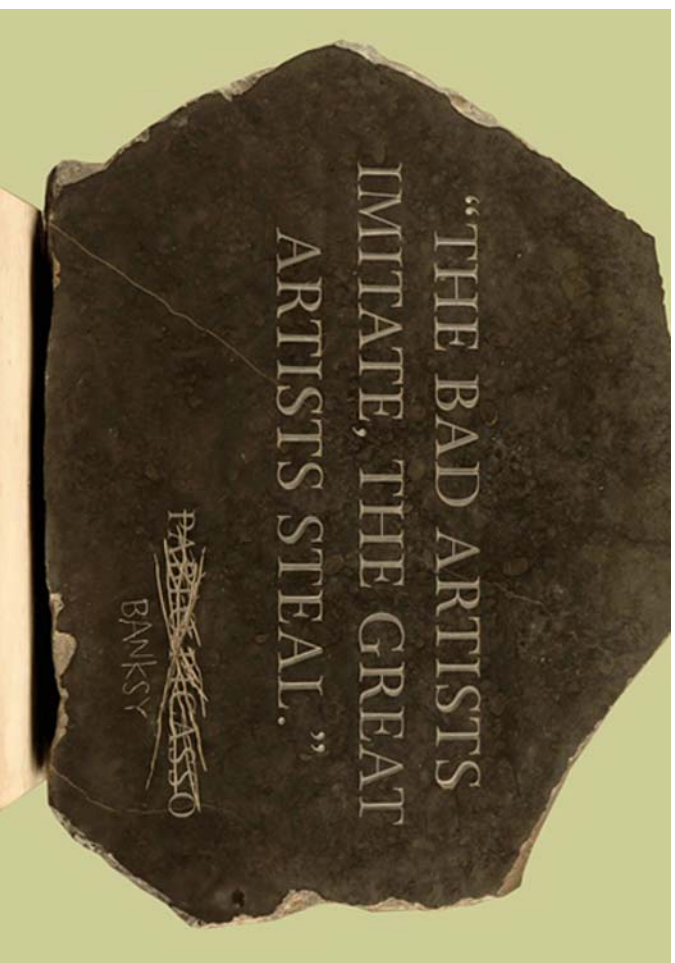
Teacher Name: **Mr. Lawrence**

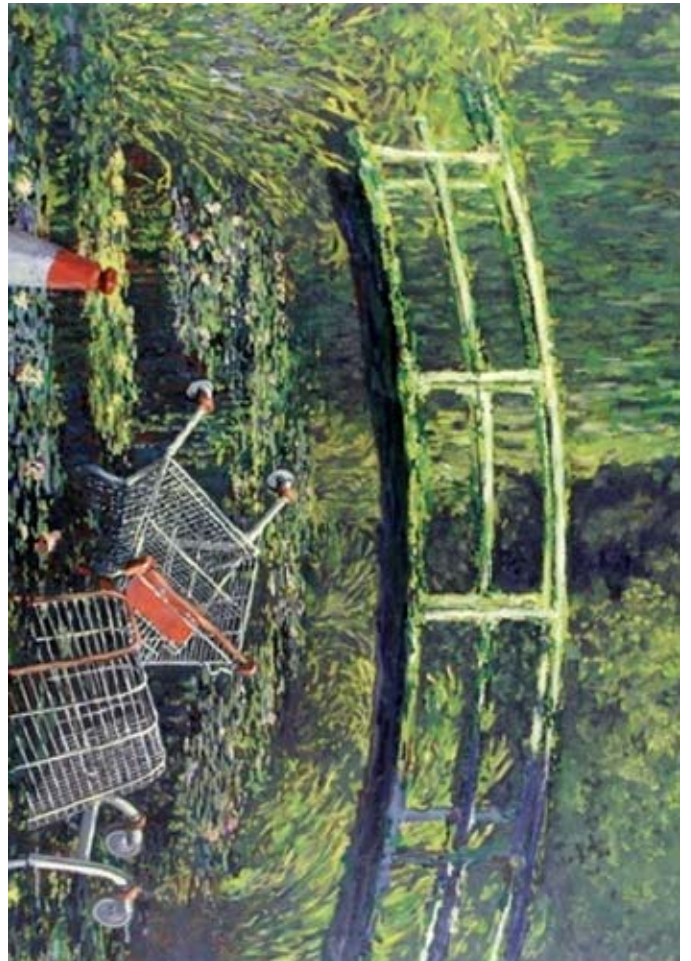
Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------|---|---|--|---|
| Design/Composition | Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill. | Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill. | Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing. | The student does not appear to be able to apply most design principles to his/her own work. |
| Time/Effort | Class time was used wisely. Much time and effort went into the planning and design of the stencil. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. |
| Creativity | Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. | Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the work. | Student has copied some artwork from the source material. There is little evidence of creativity, but the student has done the assignment. | Student has not made much attempt to meet the requirements of the assignment. |
| Content & Theme | The theme chosen is solid and well thought out and is evident in the final work. | The theme is solid and well thought out but didn't translate as well into the final work. | The theme was poorly constructed and the final work doesn't represent it. | There was little to no theme and the art work is lacking in any content. |











**STAGE 3:
TEACHING & LEARNING ACTIVITIES**

**LESSON PLAN FORMAT
Lesson # 5**

Lesson Title: The Compost and Reclamation of the School

Critical Issue/Big Idea: Abandonment & Reclamation

Content Standard(s) Addressed:

3PR: Use critical thinking and visual literacy to communicate a specific idea.

4RE: Recognize how public discussion can affect beliefs about the nature and value of art.

(Stage One) Performance-based Assessment Objectives:

- Students will understand the importance of reclamation and be able to discuss and defend why they desire to reclaim their site places.
- Students will plant flowers using their homemade fertilizer in abandoned sites throughout the school and community.

(Stage Two) Performance-based Assessment Strategies:

(Attach assessment documents if applicable)

- Participation
- Evidence of reflection in their Scrap Sketch Books

Age-appropriate Vocabulary:

- None for this Lesson Section.

Accommodations for Special Populations:

- Origami flowers can be substituted for actual flowers and compost.

Art/Visual Culture Examples:

- None for this Lesson Section.

Preparations:

Materials/Resources for Teacher

- Various plants and flowers
- Shovels
- Buckets for transporting compost

Materials for Students

- Compost – created from Lesson Zero
- Site selection – from Lesson Four
- Gardening gloves
- Straw hat

(Safety Procedures Need to be Explained)

- Basic “Don’t hit each other with shovels and don’t eat dirt” instructions should suffice.

(Stage Three) Learning Activity:

Lesson description:

Throughout the Unit, trash will be collected in the various bins listed in Lesson Zero. One of those bins is the "Compost" bin. While use of material that will be collected in this bin won't be discouraged, typically this bin will go untouched. As a joint Science and Art lesson, this bin will form the basis of a compost pile that can be started at the school. As it is utilized in the classroom, changes will be monitored and discussed. Discussion of beauty will play a role in the life of the "Compost" bin.

As the unit concludes on the last day before Spring Break, the students will use the compost project to plant and fertilize flowers around the school. The flowers will be planted in various locations reflecting the type places that were chosen for Lesson Four.

Getting the Classroom Environment Ready:

The idea is most, if not all, of the sites where flowers will be planted will be outside of the art classroom. The classroom will instead be a headquarters of supplies. Buckets, shovels and compost should all be ready.

Procedures for the Teaching/Learning Structure:

(Indicate approximate time for each step)

Leading up to the lesson:

- Students should already have chosen a site in Lesson Four that is abandoned and in need of reclamation. This will remain the site for Lesson Five.
- Compost will have been already collected and been turning into nice rich soil.

Day One, Compost:

- On the final day before Spring Break, students will plant and fertilize a selected plant or flower in their selected site. (class period)
- Students are to photograph the juxtaposition of the abandoned with the stenciled graphic and their new plant.
- Reflection will be entered into their Scrap Sketch books along with a photograph or two.

Clean-up (Room, Materials & Work Storage):

- All materials will be cleaned and stored after this project. Anything that is desired by the students can be taken home. Anything left will be recycled.
- The hope is that there will be little to no materials left by the end of the projects and that the students found ways throughout the unit to use, reuse, or recycle everything as well as reducing the amount of trash they were inputting to begin with.

Closure, Review & Anticipation (what's next?):

- This unit concludes at the beginning of Spring Break. Students are encouraged to take home their Scrap Sketch books and finish any outstanding observations or content.
- Scrap Sketch Books will be turned in for a final review at the beginning of the next quarter.

Supplemental activity:

- None. Students have to help plant on planting day.

Teacher reflection focused on the lesson after it has been taught:

- Lesson has not been taught. Reflection questions to ponder:
 - o How much compost was necessary? Were we able to use it all?
 - o How much trash did we end up with that I had to deal with?
 - o What did the students learn? Did they reach the assessment objectives?
 - o What did I learn? How can I use this to be a better teacher?

Attachments:

- None for this Lesson Section.

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